**Peck Slip Kindergarten Report Benchmarks**

**2017-2018**

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| **Reading**  In kindergarten, students begin to learn to read and develop a love of reading by participating in read alouds and direct instruction.  Students build foundational skills through the development of rhymes, alphabet knowledge, and sight words.  They rotate through literacy centers that offer different activities to help build self-confidence in reading and reinforce the classroom lessons.  Students read and are read to from a variety of genres as they develop comprehension skills.  During the year, each student begins to choose and read books at the appropriate reading level. | June | | | |
| Below | Approaches | Meets | Exceeds |
|  | Grade Standards | | | |
| Understands print concepts | does not exhibit 1:1 | 1:1, which day the print goes, does not pause or understand periods | 1:1, which way the print goes, what does the period mean? | Understands print concepts plus punctuation and quotation marks |
| Identifies all upper- and lower-case letters of the alphabet | <40 | <52 | 52 |  |
| Hears and identifies sounds in words | does not exhibit | rhymes with examples, can combine two sounds | can rhyme, can combine three sounds to make a word | finds smaller words in bigger words, combines sounds in multisyllabic words |
| Produces the primary sounds for each consonant | <40 | <42 | 42 |  |
| Produces all short vowel sounds | 0 | <5 | 5 |  |
| Sounds out simple one-syllable words | does not sounds out CVC words without support | sounds out CVC words | segments and blends CVC words with digraphs | segments and blends multisyllabic words, vowel teams and blends |
| Reads 50 grade-level high-frequency words that do not follow common spelling rules, by sight | <25 | <50 | 50-75 | 75+ |
| Shows understanding of craft and structure of common types of texts | doesn’t differentiate between different types of text | with prompting sorts fiction/non-fiction | difference between fiction and non-fiction | understand the purpose of reading different genres |
| With prompting and support, shows understanding of key ideas and details in a text | does not exhibit this skill | Can respond to directed questions to retell a story (“who is in this book?” “where does this take place?”) | Retells a story using characters, setting, beginning, middle and end | Synthesizes the moral, main idea and authors purpose (why was the book written) |
| Actively engages in group reading activities | does not attend to the lesson | Responds to direct questions asked by a teacher | Independently participates by making comments or asking questions | Responds to other students comments and engages in direct dialogue with peers |
| Responds to literature by making connections to own experiences and world | cannot make connections | makes connections with prompts | self-connection to a text, character actions or emotions | connections between books or other people’s experiences |

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| **Writing**  During kindergarten, students work on a variety of opinion, informative and explanatory texts, as well as personal narratives.  During writing workshop, they are exposed to models of writing, and are then given the time to write independently and the opportunity to share their work with their classmates.  Students write how-to pieces, all about books, narratives about events and poetry.  Much of their writing takes place in the context of content studies and is shared with their families. | June | | | |
| Below | Approaches | Meets | Exceeds |
|  | Grade Standards | | | |
| Using a combination of drawing, dictating, and writing, composes a variety of texts | pages totally unrelated | needs support to write sequentially or stay on topic | writes on topic across several pages in different genres | uses some writers craft, sense of voice, adds details |
| With guidance and support, researches to build and present knowledge | not staying on topic, unrelated facts in non-fiction writing | minimal use of facts from books, discussions, or trips | uses facts form books, discussions, or trips in writing | uses multiple sources or researches independently to confirm facts |
| With guidance and support, responds to comments and suggestions and revises | can’t add on without 1:1 support | adds something more, not necessarily related to suggestions | makes revisions based on group lessons or individual conferences | makes meaningful revisions that strengthen content |
| **Word Study (Spelling and Vocabulary)**  Our word study program develops and teaches independence and confidence in writing and speaking.  Kindergartners begin by learning how to form the upper-case letters of the alphabet and how to begin and end sentences.  During the course of the year, students also learn how to write lower-case letters and numbers.  Through exposure to print by reading and through conversation, they expand their vocabulary and knowledge of conventions of standard English. |  |  |  |  |
| Prints many upper-case letters | can’t print uppercase | can print in isolations | writes most in writing/independently | writes all |
| Prints many lower-case letters | can’t print lowercase | can print in isolations | writes most in writing/independently | writes all |
| Uses appropriate pencil grip | nonfunctional grip | weak tripod | functional tripod grasp |  |
| Spells unfamiliar words using letter sound knowledge | does not stretch out CVC words without support | stretches out CVC words | spells CVC words with digraphs | spells multisyllabic words, vowel teams and blends |
| Recognizes when to use sentence end punctuation | doesn’t understand where sentences end | adds periods with reminders | uses periods to end sentences | uses other types of punctuation correctly (question marks or exclamation points) |
| Capitalizes the first word in a sentence and the pronoun I | prints whichever letter (upper or lower) is easiest for them to write | sometimes capitalizes first letter and I | often capitalizes first letter and I | always capitalizes first letter and I |
| With guidance and support, acquires and uses new vocabulary | not picking up new vocabulary, relies on what they know | describes new terms, but can’t always recall or use word | learns and uses new study vocabulary | curious about new terms, ask for definitions |

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| **Math**  In kindergarten, the primary emphasis is on representing and comparing whole numbers, and the secondary emphasis is on describing shapes and space.  Students use numbers, including written numerals, to represent quantities and solve problems, such as counting the number of objects in a set, comparing sets, counting the number of objects in combined sets, and counting the number of objects that remain in a set after some are taken away.  Students describe their physical world using geometric ideas and vocabulary.  They identify and describe basic two- and three-dimensional shapes presented in different sizes and orientations.  Students explore mathematical ideas through a variety of games and hands-on tools, including pattern blocks, tiles, counters, and dice.  Throughout the year, they work independently and with partners to solve problems, practice counting and number operations, and explain their thinking. | June | | | |
| Below | Approaches | Meets | Exceeds |
|  | Grade Standards | | | |
| Knows number names and the counting sequence to 100 | <75 | 75-99 | 100 | 110+ |
| Writes numbers from 0-20 | 0-10 | 0-15 | 0-20 | 0-21+ |
| Counts to tell the number of objects | 0-10 | 10-20 | 20-25 | 25+ |
| Compares numbers | incorrect sequence | correct sequence  and can find more and less | understands the terms less/greater than | Can figure out “how many more/less” within 10 |
| Understands addition as putting together and adding to | can’t count all without support | counts all and organizes | counts on | known facts, counts on big number first, other numerical strategy (ex: making a 10) |
| Understands subtraction as taking apart and taking from | does not exhibit | counts all and removes with support | counts all and removes | counts back or uses additions |
| Makes and remakes numbers from 11-19 into ten ones and additional ones | does not exhibit | can make tens and ones with a tool with support | can make tens and ones with a tool | understands place value within 20 |
| Describes and compares measurable features of objects | does not exhibit | Compares lengths of 2 object when given measurements and a tool | Lines up objects and uses a tool to compare lengths | Understands the inverse relationship between the size of the tool you use to measure and the actual measurement |
| Sorts objects and counts the number of objects in each category | sorts with no explanation | sorts with explanation | 2 ways with explanation | 3 ways with explanation |
| Identifies and describes shapes | names some simple shapes | identifies 1 attribute | identifies 2 attributes, describes using attributes (sides and points) | Describes shapes using lengths of sides and degree of angle |
| Analyzes, compares, creates, and composes shapes | Does not exhibit this skill | Composes shapes using a model | composes shapes from memory | composes multiple ways with strategy |
| When prompted, explains mathematical thinking | No response or “I don’t know” | Can explain using scaffolding | Explains thinking in some way | Uses mathematical terms and demonstrates the skill with a peer |