

PARENT GUIDE

Kindergarten Benchmarks and Rubrics for Reporting Student Progress



2022-2023

Kindergarten Benchmarks and Rubrics for Reporting Progress 2022-2023

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the Kindergarten Report Card. Consideration was given to the benchmarks that are most critical to success in first grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> • Print concepts (ELA.K.F.1.1) • Letter names (ELA.K.F.1.1) • Phonological awareness – Working with spoken words (ELA.K.F.1.2) • Letter sounds (ELA.K.F.1.3) • High frequency words (ELA.K.F.1.4) • Read emergent texts (ELA.K12.EE.2.1) • Retell stories - Literature (ELA.K.R.3.2, ELA.K.R.1.1) • Retell topic/details – Informational text (ELA.K.R.3.2, ELA.K.R.2.2) • Draw, dictate, and write texts (ELA.K.C.1.1, ELA.K.C.1.2, ELA.K.C.1.3, ELA.K.C.1.4) • Collaborative conversations (ELA.K.C.2.1, ELA.K12.EE.4.1) 	<ul style="list-style-type: none"> • Count, write, and state up to 20 objects (MA.K.NSO.1.1) • Locate, order, and compare Numbers 0-20 (MA.K.NSO.1.4, MA.K.NSO.2.3) • Count forward and backward (MA.K.NSO.2.1) • Add and subtract numbers 0-10 (MA.K.NSO.3.2) • Solve addition and subtraction real-world problems (MA.K.AR.1.3) • Measure length, volume, or weight (MA.K.M.1.1) • Identify two- and three-dimensional shapes (MA.K.GR.1.1) • Collect, sort, count objects and report results (MA.K.DP.1.1)

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year**. Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students’ performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

Definitions of performance levels that are used on the report card:

4	The student has an advanced understanding and exceeds <i>end of year</i> , grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
3*	The student demonstrates mastery on <i>end of year</i> , grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
2	The student is approaching <i>end of year</i> , grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts but is not yet independent. The student is applying concepts and skills with increasing success.
1	The student is beginning progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving a 1 benefits from additional support.
L	The student has limited progress towards <i>end of year</i> , grade level benchmark mastery.
Z	The benchmark is not assessed during this quarter.

**The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
Print Concepts Quarters 1,2,3,4	Demonstrates an understanding of 0-1 of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence	Demonstrates understanding of 2 of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence Q1 expectation	Demonstrates understanding of 3 of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence Q2 expectation	Demonstrates understanding of ALL of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence Q3/Q4 expectation	Applies an understanding of ALL of the following in a variety of texts (e.g., books, charts, etc.): · Left to right · Top to bottom (return sweep) · Page by page · Locate a printed word on a page · Distinguish letters from words within a sentence	
Letter Names Quarters 1,2,3,4	Identifies less than 40 letters of the alphabet	Identifies 40-45 letters of the alphabet Q1 expectation	Identifies 46-50 letters of the alphabet Q2 expectation	Identifies 51-52 letters of the alphabet Q3/Q4 expectation	Identifies all letters of the alphabet fluently (52)	
Phonological Awareness (working with spoken words) Quarters 1,2,3,4	Demonstrates understanding of 0-1 of the following: · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds	Demonstrates understanding of 2 of the following: · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds Q1 expectation	Demonstrates understanding of 3-4 of the following: · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds Q2 expectation	Demonstrates understanding of ALL of the following: · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds Q3/Q4 expectation	Demonstrates understanding of ALL of the previous skills AND able to segment single syllable words with blends	
Letter Sounds Quarters 2,3,4	Identifies 12 or less sounds	Identifies 13-19 sounds Q2 expectation	Identifies 20-27 sounds Q3 expectation	Identifies ALL sounds (including long/short vowel sounds) Q4 expectation	Identifies ALL sounds (long/short vowel sounds AND consonant digraphs) fluently	
High Frequency Words Quarters 2,3,4	Reads 10 or less high frequency words by sight	Reads between 11 to 20 high frequency words by sight Q2 expectation	Reads between 21 to 34 high frequency words by sight Q3 expectation	Reads 35 to 40 high frequency words by sight Q4 expectation	Reads 41 or more high frequency words by sight AND writes at least 20 of the words without support	

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Read Emergent Texts Quarters 2,3,4	Working in Pre-A routine. Does not read leveled text as measured by a running record.	Reads level A or B text with comprehension as measured by a running record Q2 expectation	Reads level C text with comprehension as measured by a running record Q3 expectation	Reads level D text with comprehension as by a running record Q4 expectation	Reads level E text or higher with comprehension as measured by a running record	
Retell Stories- Literature Quarters 1,2,3,4	Describing the main character, setting, or important events requires excessive and continuous prompting OR unable to retell any part of the story even with prompting and support	Describes the main character(s), setting OR important events from 1 part of a familiar story: · Beginning · Middle · End Q1 expectation	Describes the main character(s), setting AND/OR important events from 2 parts of a familiar story: · Beginning · Middle · End Q2 expectation	Includes main character(s), setting, AND important events from the beginning, middle, and end when retelling a story (may not be in sequential order). Q3/4 expectation	Retells familiar stories including main character(s), setting, and important events from the beginning, middle, and end in sequential order.	
Retell Topic/Details- Informational Text Quarters 2,3,4	Identifying topic and details in a text requires excessive and continuous prompting AND unable to retell any key details even with prompting and support	Retells informational text including 1 of the following: · Identifies the topic · Identifies a detail(s) from one section of the text Q2 expectation	Retells informational text including ALL of the following: · Identifies the topic · Identifies multiple details from one section of the text Q3 expectation	Retells informational text including ALL of the following: · Identifies the topic · Identifies multiple details from multiple sections of the text Q4 expectation	Retells more than one informational text on the same topic including ALL of the following: · Identifies the topic Identifies multiple details from both texts	
Draw, Dictate, and Write Texts Quarters 1,2,3,4	Uses a combination of any of the following to convey thoughts: · Scribbling · Drawing · Mock Letters	Demonstrates the following: · Uses drawings, dictating, and random strings of letters to convey thoughts · Uses some structure of the genre Q1 expectation	Demonstrates the following: · Uses drawings and dictating to convey thoughts · Uses labels with most sounds represented phonetically · Uses some structure of the genre Q2 expectation	Demonstrates to following: · Uses drawings to help convey thoughts · Uses sentences that can be read by an educator · Prints both upper and lower case · Uses structure of the genre Q3/4 expectation	Demonstrates the following: · Uses drawings to help convey thoughts · Uses sentences that can be read by an educator · Uses structure of the genre AND · Adds details to elaborate · Provides a sense of closure	

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Collaborative Conversations Quarters 1,2,3,4	Not yet participating in collaborative conversations	Participates in conversations with diverse partners about topics and texts by demonstrating 1 of the following: <ul style="list-style-type: none"> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges <p style="text-align: right;">Q1 expectation</p>	Participates in conversations with diverse partners about topics and texts by demonstrating 2 of the following: <ul style="list-style-type: none"> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges <p style="text-align: right;">Q2 expectation</p>	Participates in conversations with diverse partners about topics and texts by demonstrating ALL of the following: <ul style="list-style-type: none"> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges <p style="text-align: right;">Q3/Q4 expectation</p>	Participates in conversations with diverse partners about topics and texts by demonstrating ALL of the following: <ul style="list-style-type: none"> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges <p>AND</p> <ul style="list-style-type: none"> ·Applies skills in other content areas 	

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<p>Count, Write, and State up to 20 Objects</p> <p>Quarters 1,2,3,4</p>	<p>Not yet able to count, write, or state a group of objects 0-5</p>	<ul style="list-style-type: none"> Counts groups of objects 0-5 (may be some errors in one to one correspondence) Writes numeral to represent the set 0-5 (may have some reversals) States the number of objects 0-5 in a rearrangement of group without counting <p>Q1 expectation</p>	<ul style="list-style-type: none"> Counts groups of objects 0-10 (may be some errors in one to one correspondence) Writes numeral to represent the set 0-10 (may have some reversals) States the number of objects 0-10 in a rearrangement of group without counting <p>Q2 expectation</p>	<ul style="list-style-type: none"> Counts groups of objects 0-20 Writes numeral to represent the set 0-20 States the number of objects 0-20 in a rearrangement of group without counting <p>Q3/Q4 expectation</p>	<ul style="list-style-type: none"> Counts groups of objects beyond 20 Writes numeral to represent the set of numbers beyond 20 States the number of objects beyond 20 in a rearrangement of group without counting 	
<p>Locate, Order, and Compare Numbers 0-20</p> <p>Quarters 1,2,3,4</p>	<p>Not yet able to locate, order, and compare objects and numbers 0-5</p>	<ul style="list-style-type: none"> Compares group of objects 0-5 Identifies 1 of the following: <ul style="list-style-type: none"> greater than less than equal to <p>Q1 expectation</p>	<ul style="list-style-type: none"> Compares group of objects 0-10 Identifies 2 of the following terms: <ul style="list-style-type: none"> greater than less than equal to Locates AND compares numbers 0-10 on the number line using 2 of the following terms: <ul style="list-style-type: none"> greater than less than equal to <p>Q2 expectation</p>	<ul style="list-style-type: none"> Compares group of objects 0-20 Identifies ALL of the following terms: <ul style="list-style-type: none"> greater than less than equal to Locates, compares, AND orders numbers 0-20 on the number line using ALL of the following terms: <ul style="list-style-type: none"> greater than less than equal to <p>Q3/Q4 expectation</p>	<ul style="list-style-type: none"> Compares group of objects beyond 20 Identifies ALL of the following terms: <ul style="list-style-type: none"> greater than less than equal to Locates, compares, AND orders numbers beyond 20 on the number line using ALL of the following terms: <ul style="list-style-type: none"> greater than less than equal to 	
<p>Count Forward and Backward</p> <p>Quarters 1,2,3,4</p>	<ul style="list-style-type: none"> Not yet able to recite number names to 100 by ones AND Not yet able count forward from a number other than 1 	<ul style="list-style-type: none"> Recites number names to 20 by ones Starting at a given number, count forward within 20 <p>Q1 expectation</p>	<ul style="list-style-type: none"> Recites number names to 50 by ones Recite number names to 50 by tens Starting at a given number, count forward within 50 Starting at a given number, count backward within 10 <p>Q2 expectation</p>	<ul style="list-style-type: none"> Recites number names to 100 by ones Recite number names to 100 by tens Starting at a given number, count forward within 100 Starting at a given number, count backward within 20 <p>Q3/Q4 expectation</p>	<ul style="list-style-type: none"> Recites number names to beyond 100 by ones Recite number names to beyond 100 by tens Starting at a given number, count forward beyond 100 Starting at a given number, count backward within numbers beyond 20 	

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<p>Add and Subtract Numbers from 0-10</p> <p>Quarters 2,3,4</p>	<p>With support, not yet able to add or subtract numbers with sums OR differences 0-5</p>	<p>With support*, adds numbers with sums from 0-5</p>	<ul style="list-style-type: none"> Adds numbers with sums from 0-5 using any method Subtracts numbers with differences from 0-5 using any method <p>Q2 expectation</p>	<ul style="list-style-type: none"> Adds numbers with sums from 0-10 using any method Subtracts numbers with differences from 0-10 using any method <p>Q3/Q4 expectation</p>	<ul style="list-style-type: none"> Adds numbers with sums from 0-10 using any method AND is able to justify how they know Subtracts numbers with differences from 0-10 using any method AND Is able to justify how they know 	
<p>Solve Addition and Subtraction Real-World Problems</p> <p>Quarters 3,4</p>	<p>With support, not yet able to use objects to solve addition OR subtraction real-world problems</p>	<p>With support, solves addition OR subtraction real-world problems using objects or drawings</p>	<p>Solves addition OR subtraction real-world problems using objects, drawings, or equations</p> <p>Q3 expectation</p>	<p>Solves addition AND subtraction real-world problems using objects, drawings, or equations</p> <p>Q4 expectation</p>	<ul style="list-style-type: none"> Solves addition AND subtraction real-world problems using objects, drawings, or equations AND Is able to justify how they know 	
<p>Measure Length, Volume or Weight</p> <p>Quarters 4</p>	<p>With support, not yet able to identify an attribute of an object that can be measured such as length, volume, or weight</p>	<p>Identifies an attribute of an object that can be measured such as length, volume, or weight, (terms: shorter, longer, heavy, light, etc.) however, is incorrect</p>	<p>With support, identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.)</p>	<p>Identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.)</p> <p>Q4 expectation</p>	<ul style="list-style-type: none"> Identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.) AND Is able to justify how they know 	

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Identify Two- and Three- Dimensional Shapes Quarters 1,2,3,4	With support, not yet able to identify two-dimensional figures regardless of their size or orientation	<ul style="list-style-type: none"> Identifies 2 two-dimensional figures regardless of their size or orientation <ul style="list-style-type: none"> circles triangles rectangles squares <p style="text-align: center;">Q1 expectation</p>	<ul style="list-style-type: none"> Identifies ALL two-dimensional figures regardless of their size or orientation <ul style="list-style-type: none"> circles triangles rectangles squares <p style="text-align: center;">Q2/Q3 expectation</p>	<ul style="list-style-type: none"> Identifies ALL two- AND three-dimensional figures regardless of their size or orientation <ul style="list-style-type: none"> circles triangles rectangles squares spheres cubes cones cylinders <p style="text-align: center;">Q4 expectation</p>	<ul style="list-style-type: none"> Identifies ALL two- AND three-dimensional figures regardless of their size or orientation <ul style="list-style-type: none"> circles triangles rectangles squares spheres cubes cones cylinders AND identifies at least 3 additional shapes (e.g., octagon, trapezoid, rectangular prism, etc.) 	
Collect, Sort, Count Objects and Report Results Quarters 2,3,4	With support, not yet able to: <ul style="list-style-type: none"> collect and sort objects into categories compare and count objects in each category report results verbally, with a written numeral or with drawings 	Is able to complete 1 of the following: <ul style="list-style-type: none"> collect and sort objects into categories compare and count objects in each category report results verbally, with a written numeral or with drawings <p style="text-align: center;">Q2 expectation</p>	Is able to complete 2 of the following: <ul style="list-style-type: none"> collect and sort objects into categories compare and count objects in each category report results verbally, with a written numeral or with drawings <p style="text-align: center;">Q3 expectation</p>	Is able to complete ALL of the following: <ul style="list-style-type: none"> collect and sort objects into categories compare and count objects in each category report results verbally, with a written numeral or with drawings <p style="text-align: center;">Q4 expectation</p>	Is able to complete ALL of the following: <ul style="list-style-type: none"> collect and sort objects into categories compare and count objects in each category report results verbally, with a written numeral or with drawings AND Explain their data results using written words 	