

Report Card Standard	Meets Standard for January	Meets Standard for June	Documentation/Assessment
<b>SPEAKING AND LISTENING</b>			
Asks questions to seek help, get information, or clarify something that is not understood	<ul style="list-style-type: none"> <li>• <i>With prompting and some support</i>, asks and answers questions to seek help, get information, or clarify something that is not understood</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Independently</i> asks and answers questions to seek help, get information, or clarify something that is not understood</li> </ul>	<ul style="list-style-type: none"> <li>• Large group, small group, and partner discussions across all content areas</li> <li>• Teacher’s anecdotal notes/checklists/rubrics</li> </ul>
Speaks audibly and expresses thoughts, feelings, and ideas	<ul style="list-style-type: none"> <li>• <i>With prompting and some support</i>, speaks audibly and expresses thoughts, feelings, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks audibly and expresses thoughts, feelings, and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Large group, small group, and partner discussions across all content areas</li> <li>• Teacher’s anecdotal notes/checklists/rubrics, such as PVLEGS</li> </ul>
Participates in collaborative conversations with partners and groups about kindergarten topics and texts	<ul style="list-style-type: none"> <li>• <i>With some support</i>, participates in collaborative conversations with partners and groups about kindergarten topics and texts</li> <li>• Follows agreed-upon rules for discussions (e.g. listens to others and takes turns speaking about the topics and texts under discussion).</li> <li>• Continues a conversation through multiple exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in collaborative conversations with partners and groups about kindergarten topics and texts</li> <li>• Follows agreed-upon rules for discussions (e.g. listens to others and takes turns speaking about the topics and texts under discussion)</li> <li>• Continues a conversation through multiple exchanges</li> </ul>	<ul style="list-style-type: none"> <li>• Large group, small group, and partner discussions across all content areas</li> <li>• Teacher’s anecdotal notes/checklists/rubrics</li> </ul>

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<b>READING</b>			
Demonstrates understanding of the organization and basic features of print	<ul style="list-style-type: none"> <li>• Follows words from left to right, top to bottom, and page- by-page</li> <li>• Recognizes that spoken words are represented in written language by specific sequences of letters (word constancy)</li> <li>• Understands that words are separated by spaces in print</li> <li>• Identifies and names 15-26 uppercase letters</li> <li>• Identifies and names 15-26 lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>• Follows words from left to right, top to bottom, and page- by-page</li> <li>• Recognizes that spoken words are represented in written language by specific sequences of letters (word constancy)</li> <li>• Understands that words are separated by spaces in print</li> <li>• Recognizes and names <i>all</i> upper- and lowercase letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• As observed during classroom activities such as shared and independent reading, interactive and independent writing</li> <li>• As observed during word study with whole and/or small groups, pairs, and/or individuals</li> <li>• Ongoing collection of anecdotal data throughout the year</li> <li>• Assessments from the <i>Benchmark Assessment System</i>, such as “Early Literacy Behaviors” and “Letter Recognition”</li> <li>• Additional Assessments from the <i>Benchmark Assessment System</i> or Teachers College as needed</li> </ul>
Demonstrates understanding of spoken words, syllables, and sounds	<p><i>With some support:</i></p> <ul style="list-style-type: none"> <li>• Recognizes and produces most rhyming words</li> <li>• Counts, pronounces, blends and segments syllables in spoken words</li> <li>• Blends and segments onsets and rimes of single-syllable spoken words</li> <li>• Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words</li> <li>• Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new ones</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and produces most rhyming words</li> <li>• Counts, pronounces, blends and segments syllables in spoken words</li> <li>• Blends and segments onsets and rimes of single-syllable spoken words</li> <li>• Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words</li> <li>• Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new ones</li> </ul>	<ul style="list-style-type: none"> <li>• As observed during classroom activities such as shared reading, interactive writing, word study with whole and/or small groups, pairs, and/or individuals</li> <li>• Assessments from the <i>Benchmark Assessment System</i>, such as “Rhyming”</li> <li>• Additional Assessments from the <i>Benchmark Assessment System</i> or Teachers College as needed</li> </ul>

Kindergarten

ELA Benchmarks

<p>Knows and applies grade-level phonics and word analysis skills in decoding words</p>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> <li>• Reads common high-frequency words by sight               <ul style="list-style-type: none"> <li>○ Reads the majority of words from the BAS 25 Word List by sight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant</li> <li>• Reads common high-frequency words by sight               <ul style="list-style-type: none"> <li>○ Consistently reads words from the BAS 25 Word List by sight and reads the majority of the BAS 50 words by sight</li> </ul> </li> <li>• Associates the long and short sounds with common spellings (graphemes) for the five major vowels.</li> <li>• Distinguishes between similarly spelled words by identifying the sounds of the letters that differ</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes and checklists from shared reading, guided reading, word study</li> <li>• Ongoing running records</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> <li>• “25 and 50 High-Frequency Words” assessments from the <i>Benchmark Assessment System</i></li> <li>• Additional Assessments from the <i>Benchmark Assessment System</i> or Teachers College as needed</li> </ul>
<p>Reads emergent-reader texts with purpose and understanding</p>	<ul style="list-style-type: none"> <li>• Uses relevant narrative language to “read” familiar stories from books read aloud in class and discusses the texts</li> <li>• Demonstrates word-to-print match when re-reading familiar emergent level texts and discusses the texts</li> <li>• Orally reads grade-appropriate texts (Level A or higher) with accuracy and comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Orally reads grade-appropriate texts (Level C/D) with accuracy and comprehension, monitoring for meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes and checklists from shared reading, read alouds, reading conferences and small groups</li> <li>• Ongoing running records</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>
<p>Retells familiar stories, including characters, setting, and major events</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• With prompting and support, retells familiar stories with <i>some detail</i> (characters and some major events)</li> </ul>	<ul style="list-style-type: none"> <li>• With prompting and support, retells familiar stories <i>including key details</i> (characters, setting and major events)</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes and checklists, recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class</li> <li>• Oral, written and/or illustrated response to texts</li> </ul>

Kindergarten

ELA Benchmarks

<p>Compares and contrasts the adventures and experiences of characters in familiar stories</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year)</i></p>	<ul style="list-style-type: none"> <li>• <i>With prompting and support</i>, describes the adventures and experiences of characters in familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• <i>With prompting and support</i>, compares and contrasts the adventures and experiences of characters in familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes and checklists, recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class</li> <li>• Oral, written and/or illustrated response to texts</li> <li>• <i>Benchmark Assessment System</i></li> </ul>
<p>Identifies the main topic and retells key details of an informational text</p> <p><i>*For each reporting period, base your assessment on classroom texts utilized regularly in class (text complexity should increase throughout the year) <u>and</u> concepts and units taught in social studies and science; texts are those read aloud by the teacher and those read independently by the student.</i></p>		<ul style="list-style-type: none"> <li>• <i>With prompting and support</i>, using texts and illustrations, identifies the main topic and retells key details of an informational text</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher’s anecdotal notes and checklists, recording data from regular opportunities to discuss texts with partners, small groups and/or the whole class</li> <li>• Classroom and content-area discussions</li> <li>• Oral, written and/or illustrated response to texts</li> <li>• <i>Benchmark Assessment System (BAS)</i></li> </ul>

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<b>WRITING</b> <i>* For each reporting period, base your assessment on the genres and units taught</i>			
Generates own ideas for writing	<ul style="list-style-type: none"> <li>• <i>With teacher support</i>, and within genres taught, generates own ideas for writing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>With some teacher support</i>, and within genres taught, generates own ideas for writing</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Drawing and Writing Books; Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> </ul>
Uses a combination of drawing and writing to compose different types of texts	<ul style="list-style-type: none"> <li>• <i>With some teacher support</i>, uses a combination of drawing and writing to compose:                             <ul style="list-style-type: none"> <li>○ Narrative pieces to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened</li> <li>○ Information pieces that name the topic and supply some information on the topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Uses a combination of drawing and writing to compose:                             <ul style="list-style-type: none"> <li>○ Narrative pieces to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened</li> <li>○ Information pieces that name the topic and supply some information on the topic</li> <li>○ Opinion pieces that identify the topic or name of the book the writer is writing about and state an opinion or preference about the book or topic</li> </ul> </li> </ul> <p><i>With prompting and support</i>, writes poems with rhyme and repetition</p>	<ul style="list-style-type: none"> <li>• Student writing samples (Drawing and Writing Books; Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> <li>• Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>
With guidance and support, revises writing by adding details in pictures and words	<p><i>With guidance and support</i>, revises writing by adding details in pictures and words</p> <ul style="list-style-type: none"> <li>• Applies strategies taught for revision appropriate to the genre</li> </ul>	<p><i>With guidance and support</i>, revises writing by adding details in pictures and words</p> <ul style="list-style-type: none"> <li>• Applies strategies taught for revision appropriate to the genre</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Drawing and Writing Books; Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher’s anecdotal notes/checklists</li> <li>• Rubrics from <i>Units of Study in Opinion, Information, and Narrative Writing</i></li> </ul>

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<b>LANGUAGE</b>			
Determines the meaning of unknown words based on kindergarten reading and content	<p><i>With some teacher support:</i></p> <ul style="list-style-type: none"> <li>• Identifies new meanings for familiar words and applies them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)</li> <li>• Uses the most frequently occurring inflections and affixes (prefixes/suffixes) as a clue to the meaning of an unknown word</li> <li>• See <u>MA ELA Curriculum Framework</u> for specific details</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies new meanings for familiar words and applies them accurately (e.g. knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>)</li> <li>• Uses the most frequently occurring inflections and affixes (prefixes/suffixes) as a clue to the meaning of an unknown word</li> </ul>	<p>Large group, small group, and individual (student/teacher):</p> <ul style="list-style-type: none"> <li>• Text-based discussions</li> <li>• Content-based discussions</li> <li>• Word study/ vocabulary activities</li> </ul>
Attempts to spell unfamiliar words phonetically	<p><i>With some teacher support:</i></p> <ul style="list-style-type: none"> <li>• Writes a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>• Spells simple words phonetically, drawing on knowledge of letter-sound relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Writes a letter or letters for most consonant and short-vowel sounds (phonemes)</li> <li>• Spells simple words phonetically, drawing on knowledge of letter-sound relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Drawing and Writing Books; Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher's anecdotal notes/checklists</li> </ul>
Demonstrates increasing consistency in using upper and lower case letters	<ul style="list-style-type: none"> <li>• <i>With some teacher support</i>, prints many upper and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>• Prints many upper and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>• Student writing samples (Drawing and Writing Books; Writing Workshop folders; interdisciplinary writing)</li> <li>• Teacher's anecdotal notes/checklists</li> </ul>