

# PARENT GUIDE

## Kindergarten Standards and Rubrics for Reporting Student Progress



2021-2022

## Kindergarten Standards and Rubrics for Reporting Progress 2021-2022

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

Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• Print concepts (ELA.K.F.1.1)</li> <li>• Letter names (ELA.K.F.1.1)</li> <li>• Phonological awareness – Working with spoken words (ELA.K.F.1.2)</li> <li>• Letter sounds (ELA.K.F.1.3)</li> <li>• High frequency words (ELA.K.F.1.4)</li> <li>• Read emergent texts (ELA.K12.EE.2.1)</li> <li>• Retell stories - Literature (ELA.K.R.3.2, ELA.K.R.1.1)</li> <li>• Retell topic/details – Informational text (ELA.K.R.3.2, ELA.K.R.2.2)</li> <li>• 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)</li> <li>• Collaborative conversations (ELA.K.C.2.1, ELA.K12.EE.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Count forward (MAFS.K.CC.1.2)</li> <li>• Represent a number of objects with a written numeral (0-20) (MAFS.K.CC.1.3)</li> <li>• Understand the relationship between numbers and the concept of “one more” (MAFS.K.CC.2.4; MAFS.K.CC.2.4c)</li> <li>• Compare groups of objects (MACC.K.CC.3.6)</li> <li>• Compare written numerals (1-10) (MAFS.K.CC.3.7)</li> <li>• Solve addition and subtraction word problems within 10 (MAFS.K.OA.1.2)</li> <li>• Use addition and subtraction within 10 (MAFS.K.OA.1.a)</li> <li>• Work with numbers 11-19 (MAFS.K.NBT.1.1)</li> <li>• Name 2-D and 3-D shapes (MAFS.K.G.1.2)</li> <li>• Compare 2-D and 3-D shapes (MAFS.K.G.2.4)</li> </ul>

The Florida B.E.S.T. Standards for English Language Arts and Mathematics Florida Standards 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 standards. Since the standards 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.

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

<b>4</b>	The student has an <b>advanced</b> understanding and <b>exceeds</b> <i>end of year</i> , grade level standard mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
<b>3*</b>	The student demonstrates <b>mastery</b> on <i>end of year</i> , grade level standard. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
<b>2</b>	The student is <b>approaching</b> <i>end of year</i> , grade level standard 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.
<b>1</b>	The student is <b>beginning</b> progress towards <i>end of year</i> , grade level standard mastery. A student receiving a 1 benefits from additional support.
<b>L</b>	The student has <b>limited</b> progress towards <i>end of year</i> , grade level standard mastery.
<b>Z</b>	The standard 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
<b>Print Concepts</b>  Quarters 1,2,3,4	Demonstrates an understanding of <b>0-1 of the following:</b> · 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 <b>2 of the following:</b> · 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  <b>Q1 expectation</b>	Demonstrates understanding of <b>3 of the following:</b> · 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  <b>Q2 expectation</b>	Demonstrates understanding of <b>ALL of the following:</b> · 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  <b>Q3/Q4 expectation</b>	Applies an understanding of <b>ALL</b> of the following <b>in a variety of texts</b> (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	
<b>Letter Names</b> Quarters 1,2,3,4	Identifies <b>less than 40</b> letters of the alphabet	Identifies <b>40-45</b> letters of the alphabet  <b>Q1 expectation</b>	Identifies <b>46-50</b> letters of the alphabet  <b>Q2 expectation</b>	Identifies <b>51-52</b> letters of the alphabet  <b>Q3/Q4 expectation</b>	Identifies <b>all letters</b> of the alphabet <b>fluently (52)</b>	
<b>Phonological Awareness (working with spoken words)</b>  Quarters 1,2,3,4	Demonstrates understanding of <b>0-1 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds	Demonstrates understanding of <b>2 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds  <b>Q1 expectation</b>	Demonstrates understanding of <b>3-4 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds  <b>Q2 expectation</b>	Demonstrates understanding of <b>ALL of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds  <b>Q3/Q4 expectation</b>	Demonstrates understanding of <b>ALL</b> of the previous skills <b>AND</b> able to segment single syllable words with blends	
<b>Letter Sounds</b>  Quarters 2,3,4	Identifies <b>12 or less</b> sounds	Identifies <b>13-19</b> sounds  <b>Q2 expectation</b>	Identifies <b>20-27</b> sounds  <b>Q3 expectation</b>	Identifies <b>ALL</b> sounds (including long/short vowel sounds)  <b>Q4 expectation</b>	Identifies <b>ALL</b> sounds (long/short vowel sounds <b>AND</b> consonant digraphs) <b>fluently</b>	
<b>High Frequency Words</b>  Quarters 2,3,4	Reads <b>10 or less</b> high frequency words by sight	Reads between <b>11 to 20</b> high frequency words by sight  <b>Q2 expectation</b>	Reads between <b>21 to 34</b> high frequency words by sight  <b>Q3 expectation</b>	Reads <b>35 to 40</b> high frequency words by sight  <b>Q4 expectation</b>	Reads <b>41 or more</b> high frequency words by sight <b>AND</b> writes <b>at least 20</b> of the words without support	

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

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

Standard	L Limited Progress Toward Standard Mastery	1 Beginning Progress Toward Standard Mastery	2 Approaching Standard Mastery	3 Standard Mastery	4 Exceeds the Standard	Performance Level Notes
<b>Count Forward</b>  Quarters 3,4	Not yet able to count forward from a number other than 1	·Counts forward from a given number <b>within 20</b> ·May occasionally omit or substitute a number	·Counts forward from a given number <b>within 50</b> ·May occasionally omit or substitute a number  <b>Q3 expectation</b>	·Counts forward from a given number <b>within 100</b>  <b>Q4 expectation</b>	·Counts forward from numbers <b>within 100</b> <b>AND</b> ·Answers before and after questions and explains thinking	
<b>Represents Sets of Objects with Written Numerals</b>  Quarters 1,2,3,4	Not yet able to read, write, or represent a given number	·Counts groups of objects <b>0-5</b> ·Reads numerals <b>0-5</b> in random order ·May write numeral to represent the set <b>0-5</b>  <b>Q1 expectation</b>	·Counts groups of objects <b>0-10</b> ·Reads numerals <b>0-10</b> in random order ·May write numeral to represent the set <b>0-10</b>  <b>Q2 expectation</b>	·Counts groups of objects <b>0-20</b> ·Reads numerals <b>0-20</b> in random order ·Writes numeral to represent the set <b>0-20</b>  <b>Q3/Q4 expectation</b>	·Counts groups of objects <b>0-20</b> ·Writes numeral to represent the set <b>0-20</b> <b>AND</b> ·Counts groups of objects with <b>flexibility</b> (e.g., arranged in a line, scattered, etc.)	
<b>Concept of One Larger</b>  Quarters 1,2,3,4	Not yet able to understand that each successive number name refers to a quantity that is one larger. May recount objects beginning with 1	·Answers "one more" questions ( <b>0-10</b> ) ·Not yet able to justify answer  <b>Q1 expectation</b>	·Answers "one more" questions ( <b>0-20</b> ) ·Not yet able to justify answer  <b>Q2 expectation</b>	·Answers "one more" questions ( <b>0-20</b> ) · <b>Able to</b> justify the answer  <b>Q3/Q4 expectation</b>	·Answers "one more" questions ( <b>0-20</b> ) · <b>Able to</b> justify the answer <b>AND</b> ·Answers " <b>two more</b> " or " <b>three more</b> " questions	
<b>Compare Groups of Objects</b>  Quarters 1,2,3,4	Not yet able to determine whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	·Compares groups of objects ( <b>0-10</b> ) by using matching <b>OR</b> counting strategies ·Identifies <b>1 of the following:</b> ·greater than ·less than ·equal to  <b>Q1 expectation</b>	·Compares groups of objects ( <b>0-10</b> ) by using matching <b>OR</b> counting strategies ·Identifies <b>2 of the following:</b> ·greater than ·less than ·equal to  <b>Q2 expectation</b>	·Compares groups of objects ( <b>0-10</b> ) by using matching <b>AND</b> counting strategies ·Identifies <b>ALL of the following:</b> ·greater than ·less than ·equal to  <b>Q3/Q4 expectation</b>	·Compares groups of objects ( <b>greater than 10</b> ) by using matching <b>AND</b> counting strategies ·Identifies and <b>justifies how they know for ALL of the following:</b> ·greater than ·less than ·equal to	
<b>Compare Numbers</b>  Quarters 1,2,3,4	Not yet able to compare written numerals 1-10 even with prompting and support	With prompting <b>AND</b> support compares written numerals 1-10  <b>Q1 expectation</b>	With prompting <b>OR</b> support compares written numerals 1-10  <b>Q2 expectation</b>	Compares written numerals 1-10 <b>independently</b>  <b>Q3/Q4 expectation</b>	Compares written numerals greater than 10 <b>independently</b> <b>AND</b> is able to justify how they know	

Standard	L Limited Progress Toward Standard Mastery	1 Beginning Progress Toward Standard Mastery	2 Approaching Standard Mastery	3 Standard Mastery	4 Exceeds the Standard	Performance Level Notes
<b>Use Addition and Subtraction</b> Quarters 2,3,4	Not yet able to solve addition or subtraction word problems	Solves addition <b>OR</b> subtraction word problems <b>within 5</b> by using objects or drawings	Solves addition <b>OR</b> subtraction word problems <b>within 10</b> by using objects or drawings <b>Q2 expectation</b>	Solves addition <b>AND</b> subtraction word problems <b>within 10</b> by using objects or drawings <b>Q3/Q4 expectation</b>	Solves addition <b>AND</b> subtraction word problems <b>within 10</b> by using objects or drawings <b>AND</b> justifies their thinking	
<b>Use Addition and Subtraction to Solve Word Problems</b> Quarters 3,4	Not yet able to use objects or drawings to solve addition and subtraction word problems	·Uses addition <b>OR</b> subtraction <b>within 10</b> to solve word problems involving <b>one</b> addend unknown ·Uses objects or drawings ·Not yet able to use numerals to represent objects, drawings, and equations	·Uses addition <b>OR</b> subtraction <b>within 10</b> to solve word problems involving <b>both</b> addends unknown ·Uses objects or drawings ·May use numerals to represent objects, drawings, and equations <b>Q3 expectation</b>	·Uses addition <b>AND</b> subtraction <b>within 10</b> to solve word problems involving <b>both</b> addends unknown ·Uses objects or drawings ·Uses numerals to represent objects, drawings, and equations <b>Q4 expectation</b>	Uses addition <b>AND</b> subtraction <b>greater than 10</b> to solve word problems involving <b>both</b> addends unknown ·Uses objects or drawings ·Uses numerals to represent objects, drawings, and equations	
<b>Works with Numbers 11-19</b> Quarters 3,4	Not yet able to compose or decompose numbers 11-19 into 10 ones and some more ones using objects even with prompting and support	With prompting and support composes and decomposes numbers 11-19 into 10 ones and some more ones using objects	Composes and decomposes numbers 11-19 into 10 ones and some more ones using objects <b>Q3 expectation</b>	·Composes and decomposes numbers 11-19 into 10 ones and some more ones using objects <b>AND</b> ·Draws a pictorial representation or writes the equation <b>Q4 expectation</b>	·Composes and decomposes numbers 11-19 into 10 ones and some more ones ·Writes the equation (e.g., $18 = 10 + 8$ ) ·Can justify their answer	
<b>Name Shapes</b> Quarter 4	Identifies <b>0-2 shapes</b> regardless of orientation or overall size (circle, square, triangle, rectangle, hexagon, cone, cube, cylinder, sphere)	Identifies <b>3-5 shapes</b> regardless of orientation or overall size (circle, square, triangle, rectangle, hexagon, cone, cube, cylinder, sphere)	Identifies <b>6-8 shapes</b> regardless of orientation or overall size (circle, square, triangle, rectangle, hexagon, cone, cube, cylinder, sphere)	Identifies <b>all 9 shapes</b> regardless of orientation or overall size (circle, square, triangle, rectangle, hexagon, cone, cube, cylinder, sphere) <b>Q4 expectation</b>	·Identifies <b>all 9 shapes</b> regardless of orientation or overall size <b>AND</b> ·Names at least 3 additional shapes (e.g., octagon, trapezoid, etc.)	
<b>Compare Shapes</b> Quarter 4	Not yet able to analyze and compare shapes	Analyzes and compares 2 and 3 dimensional shapes in different sizes and orientations using informal language by describing <b>2 of the following</b> : ·similarities ·differences ·parts ·other attributes	Analyzes and compares 2 and 3 dimensional shapes in different sizes and orientations using informal language by describing <b>3 of the following</b> : ·similarities ·differences ·parts ·other attributes	Analyzes and compares 2 and 3 dimensional shapes in different sizes and orientations using informal language by describing <b>ALL of the following</b> : ·similarities ·differences ·parts ·other attributes <b>Q4 expectation</b>	Analyzes and compares similarities and differences of 2D and 3D shapes using formal language (e.g., vertices, angle, two-dimensional, three-dimensional)	