

# PARENT GUIDE

## Kindergarten Standards and Rubrics for Reporting Student Progress



2019-2020

## Kindergarten Standards and Rubrics for Reporting Progress 2019-2020

The 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>• Retell familiar stories using key details (LAFS.K.RL.1.1; LAFS.K.RL.1.2)</li> <li>• Identify main topic and retell key details in informational text (LAFS.K.RI.1.2)</li> <li>• Demonstrate understanding of the features of print (LAFS.K.RF.1.1.a, c)</li> <li>• Name upper and lower case letters (LAFS.K.RF.1.1d)</li> <li>• Demonstrate understanding of spoken words, syllables, and sounds (LAFS.K.RF.2.2.a-d)</li> <li>• Demonstrate basic knowledge of letter sound correspondences (LAFS.K.RF.3.3a, b)</li> <li>• Read common high-frequency words (LAFS.K.RF.3.3c)</li> <li>• Read emergent level texts (LAFS.K.RF.4.4)</li> <li>• Draw, dictate, and write to compose texts (LAFS.K.W.1.1; LAFS.K.W.1.2; LAFS.K.W.1.3; LAFS.K.L.1.1.a; LAFS.K.1.2.c, d)</li> <li>• Participate in collaborative conversations (LAFS.K.SL.1.1)</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 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.*

## Kindergarten ELA Rubric

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>Retell Stories/Key Details</b>  Quarters 1,2,3,4	Answering questions about key details requires continuous prompting <b>AND</b> unable to retell any part of the story	Asks <b>OR</b> answers questions about key details w/prompting & support from 1 part of a familiar story: · Beginning · Middle · End  <b>Q1 expectation</b>	Asks <b>AND/OR</b> answers questions about key details w/prompting & support from <b>2 or more</b> parts of a familiar story: · Beginning · Middle · End  <b>Q2 expectation</b>	Retells familiar stories with prompting and support, including key details from <b>ALL</b> parts: · Beginning · Middle · End  <b>Q3/Q4 expectation</b>	Retells familiar stories <b>using support only</b> , including key details. <b>ALL</b> parts are well developed: · Beginning · Middle · End	
<b>Main Topic/Key Details</b>  Quarters 2,3,4	Retelling requires excessive and continuous prompting <b>OR</b> unable to retell any key details even with prompting and support	Retells informational text w/prompting and support, including <b>1 of the following</b> : · Identifies the topic · Key details from <b>one section</b> of the text  <b>Q2 expectation</b>	Retells informational text w/prompting and support, including <b>ALL</b> of the following: · Identifies the topic · Key details from <b>one section</b> of the text  <b>Q3 expectation</b>	Retells informational text w/prompting and support, including <b>ALL</b> of the following: · Identifies the topic · Key details from <b>multiple sections</b> of the text or <b>multiple texts</b>  <b>Q4 expectation</b>	Retells informational text <b>using support only</b> , including <b>ALL of the following</b> : · Identifies the topic · Key details from <b>multiple sections</b> of the text or <b>multiple texts</b>	
<b>Print Concepts</b>  Quarters 1,2,3,4	Demonstrates an understanding of <b>0-1</b> of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match	Demonstrates understanding of <b>2</b> of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match  <b>Q1 expectation</b>	Demonstrates understanding of <b>3</b> of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match  <b>Q2 expectation</b>	Demonstrates understanding of <b>ALL</b> of the following: · Left to right · Top to bottom (return sweep) · Page by page · Voice-print match  <b>Q3/Q4 expectation</b>	Applies an understanding of <b>ALL</b> of the following in a <b>variety of texts</b> (e.g., books, charts, etc.): · Left to right · Top to bottom (return sweep) · Page by page	
<b>Letter Name</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 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	

### Kindergarten ELA Rubric (continued)

Standard	<b>L</b> Limited Progress Toward Standard Mastery	<b>1</b> Beginning Progress Toward Standard Mastery	<b>2</b> Approaching Standard Mastery	<b>3</b> Standard Mastery	<b>4</b> Exceeds the Standard	Performance Level Notes
<b>Letter Sounds</b>  Quarters 2,3,4	Identifies <b>12 or less</b> sounds	Identifies <b>13-19</b> sounds  Q2 expectation	Identifies <b>20-27</b> sounds  Q3 expectation	Identifies <b>ALL</b> sounds (including long/short vowel sounds)  Q4 expectation	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  Q2 expectation	Reads between <b>21 to 34</b> high frequency words by sight  Q3 expectation	Reads <b>35 to 40</b> high frequency words by sight  Q4 expectation	Reads <b>41 or more</b> high frequency words by sight <b>AND writes at least 20 of the words</b> without support	
<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  Q2 expectation	Reads <b>level C</b> text with comprehension as measured by a running record  Q3 expectation	Reads <b>level D</b> text with comprehension as by a running record  Q4 expectation	Reads <b>level E</b> text or higher with comprehension as measured by a running record	
<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  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 ·Uses structure of the genre  Q3/Q4 expectation	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	
<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> : ·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  Q1 expectation	Participates in conversations with diverse partners about topics and texts by demonstrating <b>2 of the following</b> : ·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  Q2 expectation	Participates in conversations with diverse partners about topics and texts by demonstrating <b>ALL of the following</b> : ·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  Q3/Q4 expectation	Participates in conversations with diverse partners about topics and texts by demonstrating <b>ALL of the following</b> : ·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 <b>AND</b> ·Applies skills in other content areas	

### Kindergarten Math Rubric

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> May occasionally omit or substitute a number  <b>Q4 expectation</b>	·Counts forward from a given number <b>within 100 AND</b> ·Answers before and after questions and explains thinking (e.g., What comes after 27? How do you know?)	
<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 ·May write 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 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 "two more" or "three more" 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 or 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 or 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 or 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 justifies how they know for <b>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 <b>greater than 10</b> independently <b>AND</b> is able to justify how they know	

### Kindergarten Math Rubric (continued)

Standard	<b>L</b> Limited Progress Toward Standard Mastery	<b>1</b> Beginning Progress Toward Standard Mastery	<b>2</b> Approaching Standard Mastery	<b>3</b> Standard Mastery	<b>4</b> 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 2,3,4	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, or 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, or equations <b>Q2 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, or equations <b>Q3/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, or 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 <b>or</b> 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)	