

Kindergarten

Quarterly Benchmark Assessments



TEACHER'S EDITION

Granite School District
2500 South State
Salt Lake City, Utah 84115

2017 Edition
Utah Core Standards
English Language Arts and Mathematics

Kindergarten Quarterly Benchmark Assessments

Instructions

This booklet is a combination of both the Literacy and Mathematics Benchmarks. The booklet is divided into tabbed sections by quarters. Literacy Benchmarks are located at the beginning of each quarter, followed by Mathematics Benchmarks.

Purpose

The Kindergarten Quarterly Benchmark Assessments have been designed to assess critical standards of the Utah Core State Standards for English Language Arts (ELA) and Mathematics in correlation with the Granite District Core Curriculum Maps.

The purposes of these assessments are to:

- Provide activities to observe children’s progress toward developmentally and educationally significant goals.
- Help document the progress of each child.
- Guide in making child-centered educational decisions regarding instruction.
- Assist in providing information for parents, teachers, and administrators.

Not all components of the ELA and Mathematics core are included in this benchmark book. It is imperative for teachers to teach the entire ELA and Mathematics core throughout the year, not solely the concepts in this benchmark book. In teaching the ELA and Mathematics core, be aware to assess students daily in whole and small group and adjust instruction accordingly.

Assessment Timeline

- Assessments are designed for each quarter to align with report cards. *[Note: Not all activities on benchmark assessments are documented on a report card.]*
- Teachers are expected to follow the Granite District ELA and Mathematics Core Curriculum Maps. This will allow teachers to complete the instruction and assessments within the quarterly periods. Teachers should use the ongoing assessments to guide instruction.

Booklet Components

- ***Kindergarten Quarterly Literacy Benchmark Pacing Guide*** - This provides an overview of the scope and sequence of the content included in this booklet. It corresponds to the Kindergarten Granite District ELA Core Curriculum Map.
- ***Kindergarten Quarterly Mathematics Benchmark Pacing Guide*** - This provides an overview of the scope and sequence of the content included in this booklet. It corresponds to the Kindergarten Granite District Mathematics Core Curriculum Map.
- ***Life Skills Rubric*** – This is an *optional* rubric designed to support teachers in determining the mastery of social skills in the classroom. This document is followed by a “Life Skills Definition” page to help remove the subjectivity in grading the life skills portion of the report card.
- ***Kindergarten Report Card Sample*** - The sample report card is shaded to indicate which skills are transferred to the report card each quarter. Not all tested skills are transferred each quarter, it is the teacher’s responsibility to communicate overall student progress to the parents while conferencing.
- ***Components in each Quarter***
 - ***Classroom Summary Sheets*** - These forms are optional, used to record the proficiency levels on the assessment for all of the children in a classroom during a quarter using the 5 to 1 rubric.
 - **School City Upload:** Student assessment results must be uploaded online through School City to provide valuable data to guide instruction, PLC’s and report progress to your principal.
 - **Gradebook Upload:** The assessment results need to be uploaded through GSD Gradebook to transfer to term report cards.
 - ***Assessment Activities***
 - Assessments may be done in various settings. **It is recommended that assessment activities take place during routine classroom instruction whenever possible.**
 - Recommended settings are given for each activity. (Whole Group, Small Group, Academic Center, Individual)
 - After assessing the children, teachers score them with the given rubric and record the score on the Classroom Summary Sheet. Teachers will then upload the results through the GSD Gradebook by the dates given on the GSD Elementary Testing Calendar.
 - ***Blackline Masters*** - Blacklines are provided at the end of each quarterly assessment for teachers to make copies as needed. Literacy blacklines are labeled **LA** and mathematics blacklines are labeled **MA**.

Important Notes:

- It is recommended that teachers assess and record results as they teach throughout each month. This will reduce the need to have a child sit through long periods of individual assessment. It will also help to evaluate curriculum instruction and make changes as needed to help children progress.
- If another activity from Wonders Reading Program or Go Math! is being used in the classroom which aligns with the standard being assessed **and** the given rubric, teachers may use the activity in lieu of the one presented in this booklet.

This benchmark is a tool to be used during instruction. It is not our goal to have children pulled for testing, nor to have teachers wait until the last 2 weeks of the quarter to assess.

“Assessments are appropriate for ages and other characteristics of the children being assessed. What is assessed is developmentally and educationally significant. Evidence is used to understand and improve learning. *Evidence is gathered from realistic settings and situations that reflect children’s actual performance.*”

NAEYC “‘Where We Stand’ On Curriculum, Assessment and Program Evaluation” (2009)

“Assessing children’s understanding of mathematics in real, natural settings helps teachers to adapt their teaching styles and curricular materials to children’s diverse learning styles. Moreover, when assessment becomes a routine part of the ongoing classroom activity, **learning is not interrupted.”**

Copley, Juanita, The Young Child and Mathematics, 2nd Edition, NAEYC, Washington, D.C. ©2010

Kindergarten
Quarterly Benchmark
Pacing Guides

Kindergarten Quarterly Literacy Benchmark Pacing Guide					
		1st Quarter Wonders Units SS-U2W3	2nd Quarter Wonders Units U3W1-U5W2	3rd Quarter Wonders Units U5W3-U8W3	4th Quarter Wonders Units U9W1-U10W3
Phonological Awareness					
RF.K.2c	Blends onset rime	-----	5 words	-----	-----
RF.K.2d	Listens/orally blends words (CVC)	-----	-----	5 words	-----
RF.K.2d	Listens/orally segments words (CVC)	-----	-----	5 words	-----
Phonics & Word Recognition					
RF.K.3a	Names consonant sounds	-----	7 sounds	21 sounds	21 sounds
RF.K.3b	Names short vowel sounds	-----	3 sounds	5 sounds	5 sounds
RF.K.3b	Names long vowel sounds	-----	-----	-----	5 sounds
RF.K.3	Reads CVC words	-----	-----	-----	5 words
RF.K.3c	Reads sight words	6 words	14 words	25 words	30 words
Print Concepts					
RF.K.1d	Names letters of the alphabet	52 letters	52 letters	52 letters	52 letters
Language					
GSD	Writes name correctly	Assessed	Assessed	Assessed	Assessed
RF.K.1/L.K.1	Writes CVC words	-----	-----	-----	5 words
L.K.1a	Prints letters (upper- and lowercase)	-----	-----	52 letters	52 letters

Kindergarten Quarterly Mathematics Benchmark Pacing Guide

		1st Quarter Go Math! Ch. 1-3	2nd Quarter Go Math! Ch. 4-6	3rd Quarter Go Math! Ch. 7-9	4th Quarter Go Math! Ch. 10-12
Counting and Cardinality					
K.CC.1	Counts out loud. (rote count)	Up to 20	Up to 50	Up to 80	Up to 100
K.CC.1	Counts by 10's.	-----	-----	Up to 100	-----
K.CC.2	Counts forward from any number.	-----	Up to 50	Up to 80	Up to 100
K.CC.3	Writes numerals.	-----	Up to 10	Up to 20	-----
K.CC.3	Writes the number of objects in a set.	Up to 9	-----	Up to 20	-----
K.CC.4a	Counts objects with 1 to 1 correspondence.	Included in K.CC.5 Assessment	Included in K.CC.5 Assessment	Included in K.CC.5 Assessment	-----
K.CC.4b	Understands that the last number counted represents the number of objects in a group.	Included in K.CC.5 Assessment	Included in K.CC.5 Assessment	Included in K.CC.5 Assessment	-----
K.CC.4c	Understands that a quantity is one larger each time an object is added to the group.	-----	-----	Up to 20	-----
K.CC.5	Counts and tells how many are in a group in various arrangements	-----	-----	Circle - Up to 20 objects. Scattered - Up to 10 objects	-----
K.CC.5	Shows a given number of objects.	Up to 9	Up to 10	Included in task 3-7	-----
K.CC.6	Compares 2 sets for greater than, less than, or equal to.	Up to 5	Up to 10	-----	-----
K.CC.7	Compares written numerals between 1 and 10.	Numbers 1-5	Numbers 1-10	-----	-----

Operations and Algebraic Thinking					
K.OA.2	Solves addition and subtraction word problems within 10.	-----	Up to 10	-----	-----
K.OA.3	Decomposes numbers to 10 into number pairs.	Up to 5	Up to 10	-----	-----
K.OA.5	Fluently adds and subtracts numbers within 5.	-----	-----	-----	Math Facts within 5
Numbers and Operations in Base Ten					
K.NBT.1	Composes/decomposes numbers 11-19.	-----	-----	Assessment	-----
Measurement and Data					
K.MD.3	Classifies objects.	-----	-----	-----	Assessment
Geometry					
K.G.2	Names shapes of any size or orientation.	-----	-----	-----	Assessment
K.G.6	Composes simple shapes to form larger shapes.	-----	-----	Assessment	-----

Life Skills Rubric

5	4	3	2	1
Follow Directions and Procedures				
I listen to directions and know what to do without directions being repeated.	I listen to directions and know what to do most of the time without directions being repeated.	I occasionally need direction repeated to know what to do.	I consistently need directions repeated to know what to do.	I consistently need directions repeated to know what to do. I am unable or choose not to follow directions.
Stays on Task				
I stay focused in school and complete work in the allotted time, rarely needing reminders from my teacher. I am a positive role model for others.	I stay focused in school and complete work in the allotted time with few reminders from my teacher.	I stay focused in school most of the time with occasional reminders from my teacher. I complete my work with reminders and some assistance.	I stay focused in school some of the time with frequent reminders from the teacher. I need reminders and assistance to complete my work.	I am unable to focus in school with frequent reminders from my teacher. I rarely complete my work.
Participates Appropriately				
I regularly choose to be involved (actions, comments, questions) with activities in class, and I initiate meaningful activities in class.	I regularly choose to be involved (actions, comments, questions) with activities in class. I rarely need teacher encouragement and support.	I occasionally choose to be involved (actions, comments, questions) with activities in class. I sometimes need teacher encouragement and support.	I consistently need teacher support to be involved (actions, comments, questions) with activities in class.	I am unable or choose not to be involved (actions, comments, questions) with activities in class.
Accepts Responsibility for Own Behavior/Self-Regulation				
I regularly follow rules/procedures and resolve conflict with peers, rarely needing prompting and support from teachers. I am a positive role model for others.	I regularly follow rules/procedures and resolve conflict with peers, rarely needing prompting and support from teachers.	I regularly follow rules/procedures and resolve conflict with peers, needing occasional prompting and support from teachers.	I consistently need prompting to follow rules/procedures in school. I frequently need teacher support to resolve conflict with peers.	I rarely follow rules/procedures or resolve conflict with peers even with frequent prompting and support from teachers.
Respect Adults				
I regularly treat adults with care and respect. My actions and/or words rarely make others feel put down or hurt. I am a positive role model for others.	I regularly treat adults with care and respect. My actions and/or words rarely make others feel put down or hurt.	I occasionally need prompting and support to treat adults with care and respect. I occasionally need prompting to regulate my actions and words.	I consistently need prompting and support to treat adults with care and respect. I consistently need prompting to regulate my actions and words.	I rarely treat adults with care and respect. I consistently need prompting and support to regulate my actions and words.
Respect Peers				
I regularly treat peers with care and respect. My actions and/or words rarely make others feel put down or hurt. I am a positive role model for others.	I regularly treat peers with care and respect. My actions and/or words rarely make others feel put down or hurt.	I occasionally need prompting and support to treat peers with care and respect. I occasionally need prompting to regulate my actions and words.	I consistently need prompting and support to treat peers with care and respect. I consistently need prompting to regulate my actions and words.	I rarely treat peers with care and respect. I consistently need prompting and support to regulate my actions and words.

Life Skills Definitions

Follows Directions and Procedures:

- Kindergarten students should be able to follow a few directions at a time.
- Directions and procedures will vary from task to task, but students would be able to follow direction given and complete within an appropriate time limit.
- Child is aware of the rules/procedures and *tries* to follow them.
- Teacher Tip: Rules established in the classroom should be "...observable, measurable, stated positively, no more than 5, and no question as to what adherence looks like/sounds like." (Utah Behavior Initiative) For example, "do your personal best" or "be nice" are subjective and not measurable.

Stays on Task:

- "Staying on task" will look differently throughout the day depending on many variables, so take each day as it comes.
- When evaluating a child's ability to "stay on task" think of the following scenarios:
 - Circle/Carpet Time (Whole Group Instruction): are they able to participate in discussion both listening and speaking? Do they focus attentively?
 - Working in Centers (Small Group Instruction): Are they able to participate in discussion both listening and speaking? Are they able to focus on the activity? Are they able to regulate materials, time, and completion of the task?

Participates Appropriately:

- Participates in activities and tasks according to classroom expectations/situations.
- Values the work and ideas of others.
- Expresses opinions appropriately.
- Learning to take turns and interacts socially appropriately with others.

Accepts Responsibility for Own Behavior

- "Self-regulation" is defined as, "A person's internal control of behavior."
- Child can connect their action to the consequence. (Does not say things like, "they made me do it" or "they got me in trouble" but rather can say things like, "I made a bad choice and I can fix it by...")
- Child is able to restrain from acting out physically instead of communicating frustrations. Problem solving skills are developing.
- A child at this age is functioning from an "egocentric" point of view. It is extremely difficult for a child to see the perspective of others. However, children can start to learn manners and appropriate behavior at this age. For example, if a child hits other children, saying to them, "Say you're sorry" is a moot point. (9 times out of 10...they are not sorry) However, the focus/learning can be, "Goodness! That was a poor choice because it hurt someone else. How can we make this right and be a better friend?"

Respects Adults:

- Do they treat adults with kind actions (no hurting touch or violent behaviors)?
- Do they treat school property with care?
- Are they able to communicate thoughts and feelings respectfully to adults?

Respects Peers:

- Do they treat peers with kind actions (no hurting touch or violent behaviors)?
- Do they treat peers' and shared materials with care?
- Are they able to communicate thoughts and feelings respectfully to peers?
- Keeps their own body safe and respects the safety of others.

Kindergarten

Quarterly Benchmark Assessment

1st Quarter

Literacy

Quarterly Benchmark Assessment

1st Quarter

Classroom Summary Sheet

Kindergarten Literacy Quarterly Benchmark Assessment

1st Quarter

Instructions: Record the proficiency levels in the columns for each child.

<u>Legend</u>					
These skills are ranked on a child's ability to demonstrate them independently.					
5	4	3	2	1	*
Achieving		Developing		Needs Support	N/A

Students	1. Reads sight words.	2. Names letters.	3. Writes name.
1			
2			
3			
4			
5			
6			
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Kindergarten Literacy Quarterly Benchmark Assessment Activities

1st Quarter

Instructions: Use the following assessment activities during the 1st Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. **Reads sight words.**
1st Quarter – 6 sight words

Standard: RF.K.3c: Read common high-frequency words by sight.

Setting: Whole Group/Small Group/Individual

Materials: Blackline LA 1-1

Instructions: Ask the child to read the sight words. This can be done using the flashcards provided, in decodables or leveled readers, or reading activities in small group.

Rubric:

Level	Description
5	Correctly reads 6 sight words (I, can, the, we, a, like, in, at)
4	Correctly reads 5 of 6 sight words
3	Correctly reads 4 of 6 sight words
2	Correctly reads 3 of 6 sight words
1	Correctly reads 1-2 of 6 sight words or 0 correct

2. Names letters of the alphabet.
1st Quarter – 52 total letters (upper- and lowercase)

Standard: RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet.

Setting: Individual

Materials: Blackline LA 1-2

Instructions: Copy one Blackline LA 1-2 (laminated or put in sheet protector) for student display. Say, ***“Tell me the names of the letters as I point to them.”*** Point to each upper- and lowercase letter. If the child hesitates for 3 seconds, then count the letter as incorrect and point to the next letter. If the child cannot name the first row of letters, stop and say, ***“Do you know the names of any of these letters?”*** Let the child indicate any letters he/she can name. Mark the total number of letters correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly names 47-52 upper- and lowercase letters
4	Correctly names 41-46 upper- and lowercase letters
3	Correctly names 36-40 upper- and lowercase letters
2	Correctly names 31-35 upper- and lowercase letters
1	Correctly names 1-30 upper- and lowercase letters or 0 correct

3. Writes name correctly.
1st Quarter

Standard: GSD

Setting: Whole Group/Small Group/Individual/Academic Center

Materials: Paper; pencil

Instructions: Ask the child to write their name on lined paper.

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

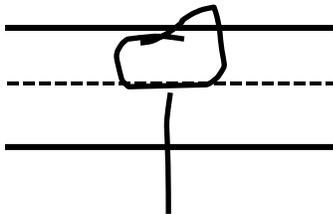
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement.]

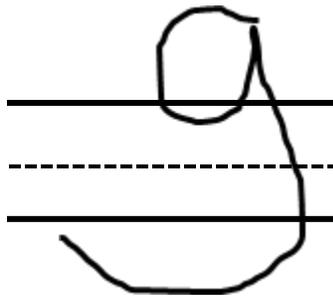
Rubric:

Level	Description
5	Writes first name using upper- and lowercase letters correctly, with proper spacing and letters placed correctly on lines of paper
4	Writes first name using upper- and lowercase letters correctly
3	Writes first name, spelled correctly but letter form or case is incorrect
2	Writes some letters correctly but name is spelled incorrectly or incompletely
1	Does not attempt writing name

Letter placement examples:



Letter not formed correctly.



Letter formed correctly; not placed within lines.



Letter formed correctly; placed within lines.

Blackline LA 1-2

A F k P w z B

R H o J U e C

Y T L q M G d

n s v X I r t

Blackline LA 1-2 Continued

V a K i f p W

Z b h O x j u

E c l y Q S m

g D N

Mathematics

Quarterly Benchmark Assessment

1st Quarter

Classroom Summary Sheet

Kindergarten Mathematics Quarterly Benchmark Assessment

1st Quarter

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Instructions: Record the proficiency levels in the columns for each child.

Students	1. Rote counts. (Up to 20)	2. Writes number in a set. (Up to 9)	3. Shows sets. (Up to 9)	4. Compares 2 sets. (Up to 5)	5. Compares written numerals. (Up to 5)	6. Decomposes numbers. (Up to 5)
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4						
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30						

Kindergarten Mathematics Quarterly Benchmark Assessment Activities 1st Quarter

Instructions: Use the following assessment activities during the 1st Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Counts out loud. (rote count) 1st Quarter – Up to 20

Standard: K.CC.1: Count to 100 by ones and by tens.

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's as high as possible. You may stop the child after he/she reaches 20, if there is a gap in counting of 3 or more seconds, or the child cannot continue counting in consecutive order.

[Teacher Note: By the end of the 1st quarter, the goal is for each child to count to 20. If you would like to allow a child to count as high as possible, you could use the data gathered for future benchmark assessments.] This could be accomplished during daily routines such as: count the number of days in school, dates on the calendar, P.E. activities, etc.

Rubric:

Level	Description
5	Counts 18-20
4	Counts 16-17
3	Counts 14-15
2	Counts 12-13
1	1-11 or 0 correct

2. Writes the number of objects in a set.
1st Quarter – Up to 9

Standard: K.CC.3: Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 representing a count of no objects).

Setting: Whole Group/Small Group

Materials: Blackline MA1-2; pencil

Instructions: Hand out blackline MA1-2. Have the children count how many objects in each set and write the numeral in the box.

Rubric:

Level	Description
5	Correctly counts and labels 6 examples (Up to 9)
4	Correctly counts and labels 5 of 6 examples
3	Correctly counts and labels 4 of 6 examples
2	Correctly counts and labels 3 of 6 examples
1	Correctly counts and labels 1-2 of 6 examples or 0 correct

3. Shows a given number of objects.
1st Quarter – Up to 9

Standard: K.CC.5: Use counting to answer questions about “how many.” *For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration.* Using a number from 1-20, count out that many objects.

Setting: Small Group

Materials: 20 counters in a container for each child

Instructions: Give each child a container with counters. Instruct each child to count out a set number of objects and show them to you.

Dialogue:

1. *Boys and girls, I want you to count out 7 counters show them to me.*
2. *Now please show me 2 counters.*
3. *Now I would like you to show me 6 counters.*
4. *Next I would like you to show me 9 counters.*

Rubric:

Level	Description
5	Correctly shows number in 4 examples (Up to 9)
4	Correctly shows number in 3 of 4 examples
3	Correctly shows number in 2 of 4 examples
2	Correctly shows number in 1 of 4 examples
1	0 correct

4. Compares 2 sets for greater than, less than, or equal to.
1st Quarter – Up to 5

Standard: K.CC.6: Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.

Setting: Whole Group/Small Group

Materials: Blackline MA 1-4

Instructions: Hand out Blackline MA 1-4. Read each example and have children circle the correct answer.

- Dialogue:**
1. *Boys and girls, we are going to look at some pictures. It is very important for you to listen to my words to know what to circle for each problem.*
 2. *Please put your finger on the star. You will see bananas and monkeys. I would like you to count how many bananas there are and count how many monkeys there are. Circle the set that is greater than the other set.*
 3. *Please put your finger on the heart. You will see dogs and bones. I would like you to count how many dogs there are and count how many bones there are. Circle the set that is less than the other set.*
 4. *Please put your finger on the cloud. You will see bees and flowers. I would like you to count how many bees there are and count how many flowers there are. Circle the set that is less than the other set.*
 5. *Please put your finger on the leaf. You will see some birds. Count the number of birds. Please draw an equal number of Circles under the bird.*

Rubric:

Level	Description
5	Correctly identifies greater than, less than, or equal to in all 4 examples (Up to 5)
4	Correctly identifies greater than, less than, or equal to in 3 of 4 examples
3	Correctly identifies greater than, less than, or equal to in 2 of 4 examples
2	Correctly identifies greater than, less than, or equal to in 1 of 4 examples
1	0 correct

5. Compares written numerals between 1 and 10.
1st Quarter – Up to 5

Standard: K.CC.7: Compare two numbers between 1 and 10 presented as written numerals using “greater than,” “less than,” or “equal to.”

Setting: Whole Group/Small Group

Materials: Blackline MA 1-5

Instructions: Hand out Blackline MA 1-5. Read each example and have children circle the correct answer.

- Dialogue:**
1. *Boys and girls, we are going to look at numbers and compare them.*
 2. *Please put your finger on the star. Look at the two numbers. Circle the greater number.*
 3. *Please put your finger on the heart. Look at the two numbers. Circle the number that is less.*
 4. *Please put your finger on the cloud. Look at the two numbers. Circle the number that is less.*
 5. *Please put your finger on the leaf. Look at the two numbers. Circle the number that is greater.*

Rubric:

Level	Description
5	Compares written numerals in all 4 examples (Numbers 1-5)
4	Compares written numerals in 3 of 4 examples
3	Compares written numerals in 2 of 4 examples
2	Compares written numerals in 1 of 4 examples
1	0 correct

6. Decomposes numbers to 10 into number pairs.
1st Quarter – Up to 5

Standard: K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, by using objects or drawings. Record each decomposition by a drawing or equation. *For example, $5 = 2+3$ and $5 = 4+1$.*

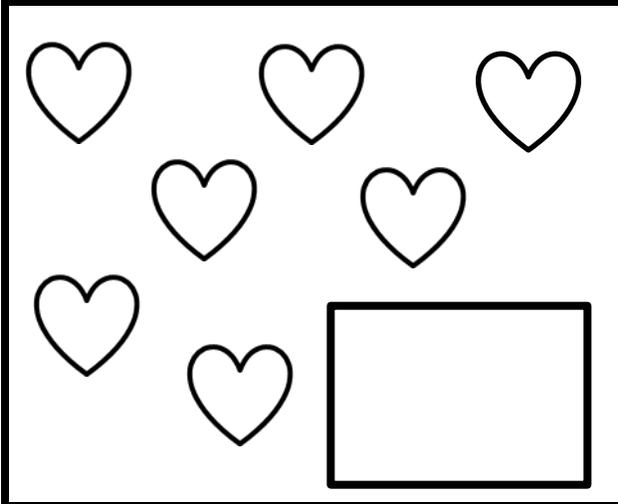
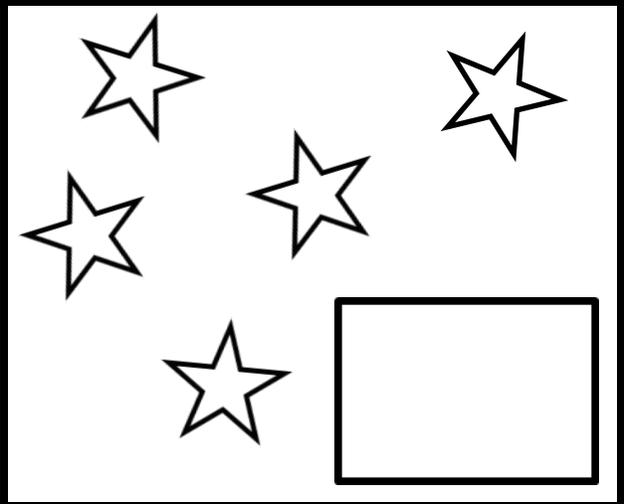
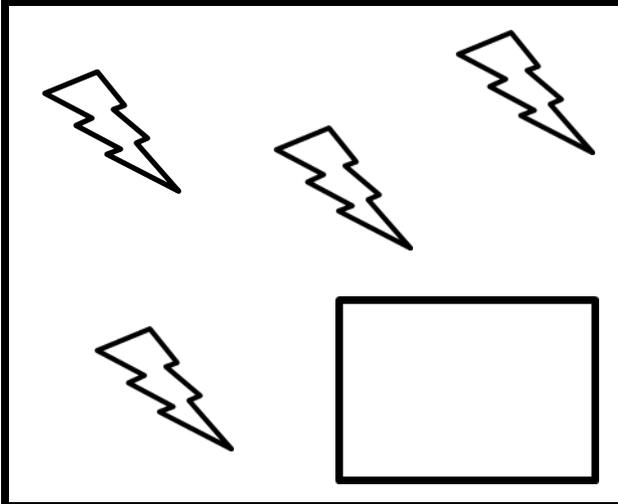
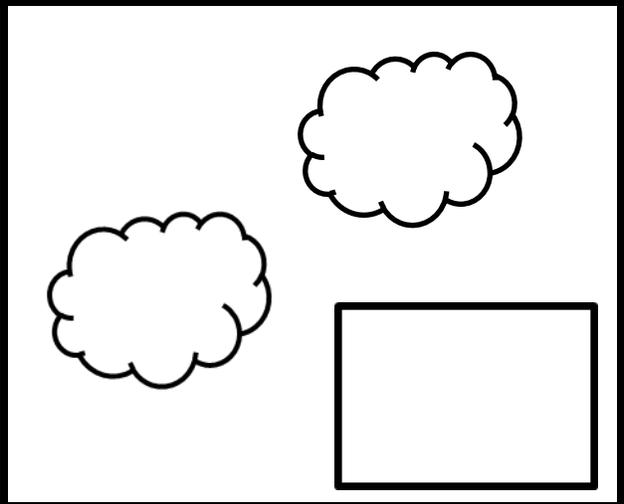
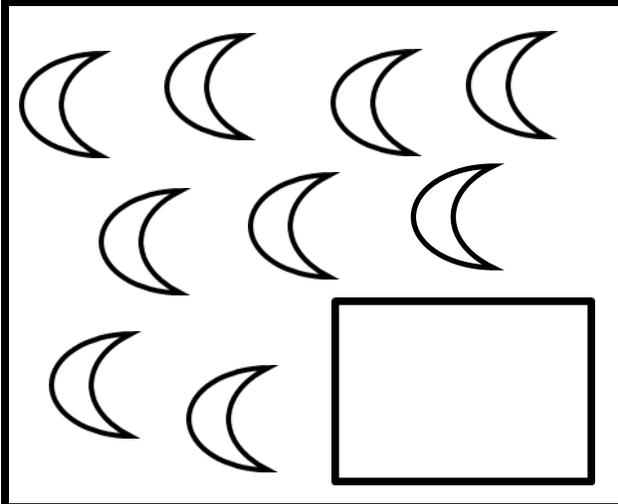
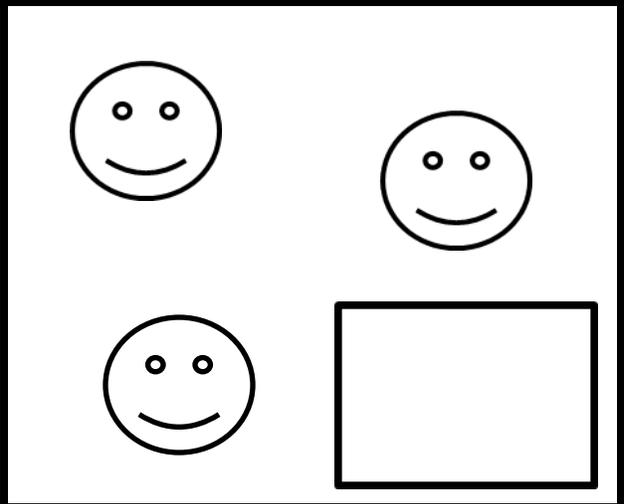
Setting: Whole Group/Academic Center

Materials: Blackline MA 1-6; two-sided counters

Instructions: Hand out Blackline MA 1-6 or place it in a center. Have children use two-sided counters to create number pairs that make 5. For example, 3 red counters and 2 yellow counters is one way to decompose 5. Children should record the different number pairs on Blackline MA 1-6.

Rubric:

Level	Description
5	Decomposes numbers and correctly records 4 examples
4	Decomposes numbers and correctly records 3 of 4 examples
3	Decomposes numbers and correctly records 2 of 4 examples
2	Decomposes numbers and correctly records 1 of 4 examples
1	0 correct

 <p>A grid containing 10 hearts and one empty square. The hearts are arranged in three rows: the top row has three hearts, the middle row has two hearts, and the bottom row has two hearts and one empty square.</p>	 <p>A grid containing 6 stars and one empty square. The stars are arranged in three rows: the top row has two stars, the middle row has two stars, and the bottom row has two stars and one empty square.</p>
 <p>A grid containing 5 lightning bolts and one empty square. The lightning bolts are arranged in three rows: the top row has two bolts, the middle row has one bolt, and the bottom row has two bolts and one empty square.</p>	 <p>A grid containing 2 clouds and one empty square. The clouds are arranged in two rows: the top row has one cloud and the bottom row has one cloud and one empty square.</p>
 <p>A grid containing 10 crescent moons and one empty square. The moons are arranged in three rows: the top row has four moons, the middle row has three moons, and the bottom row has two moons and one empty square.</p>	 <p>A grid containing 3 smiley faces and one empty square. The smiley faces are arranged in two rows: the top row has two faces and the bottom row has one face and one empty square.</p>



	1	3
	2	4
	5	0
	1	5

Name: _____

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and

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and

Literacy

Quarterly Benchmark Assessment

2nd Quarter

Classroom Summary Sheet

Kindergarten Literacy Quarterly Benchmark Assessment 2nd Quarter

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Instructions: Record the proficiency levels in the columns for each child.

Students	1. Blends onset rime.	2. Names consonant sounds.	3. Names short vowel sounds.	4. Reads sight words.	5. Names letters.	6. Writes name.
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Kindergarten Literacy Quarterly Benchmark Assessment Activities

2nd Quarter

Instructions: Use the following assessment activities during the 2nd Quarter. During the assessment, determine the child’s proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Blends onset rime.
2nd Quarter – 5 words

Standard: RF.K.2c: Blend and segment onsets and rimes of single-syllable spoken words.

Setting: Individual

Materials: Expo marker, other marker that has a colored lid/top and a white base, or other onset rime tool (Elkonin box) used in classroom practice.

Instructions: Say to the child, *“I am going to say a few words. I want you to listen to the beginning sound, and the rest of the word. When I signal you, I want you to put the word together.”* Hold the expo marker horizontally and say, *“I am going to practice first. Watch my finger. It will help you see when to blend the word.”* Give the example word “fast.” As you say the sound “f,” touch your index finger on the lid of the marker. When you say “ast,” slide your finger on the white part of the marker. When you blend the word, drag your finger from the lid to the end of the marker (representing blending the word) as you say “fast.” Say, *“Now it is your turn.”* Give the following words as you follow the procedure outlined above: kite, bug, first, jump, help.

Rubric:

Level	Description
5	Correctly blends all 5 words (kite, bug, first, jump, help)
4	Correctly blends 4 of 5 words
3	Correctly blends 3 of 5 words
2	Correctly blends 1-2 of 5 words
1	0 correct

2. **Names consonant sounds.**
2nd Quarter – 7 sounds

Standard: RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Setting: Individual

Materials: Blackline LA 2-2

Instructions: Say to the child, *“I am going to show you some letters. When I touch the letter, please tell me the sound it makes.”* Point to each letter on Blackline LA 2-2. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. If the child cannot name any of the first 5 sounds, stop and say, *“Do you know any of these sounds?”* Let the child indicate any letter sounds he/she can name. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 7 letter sounds (m, s, p, t, n, c, d)
4	Correctly produces 6 of 7 letter sounds
3	Correctly produces 5 of 7 letter sounds
2	Correctly produces 4 of 7 letter sounds
1	Correctly produces 1-3 letter sounds or 0 correct

3. **Names short vowel sounds.**
2nd Quarter – 3 sounds

Standard: RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Setting: Individual

Materials: Blackline LA 2-3

Instructions: Say to the child, *“I am going to show you some letters. When I touch the letter, please tell me the sound it makes.”* Point to each letter on Blackline LA 2-3. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 3 short vowel sounds (a, i, o)
4	Correctly produces 2 of 3 short vowel sounds
3	Correctly produces 1 of 3 short vowel sounds
2	N/A
1	0 correct

4. Reads sight words.
2nd Quarter – 14 sight words

Standard: RF.K.3c: Read common high-frequency words by sight.
Setting: Whole Group/Small Group/Individual
Materials: Blackline LA 2-4 (flashcards if needed)
Instructions: Ask the child to read the sight words. This can be done using the flashcards provided (Blackline LA 2-4), with decodables, leveled readers, or reading activities in small group.
 [Teacher Note: By the fourth quarter, the goal is to have students read sight words with automaticity.]

Rubric:

Level	Description
5	Correctly reads 13-14 sight words (I, can, the, we, a, like, in, at, to, it, and, go, you, do)
4	Correctly reads 11-12 sight words
3	Correctly reads 9-10 sight words
2	Correctly reads 7-8 sight words
1	Correctly reads 1-6 sight words or 0 correct

5. Names letters of the alphabet.
2nd Quarter – 52 total letters (upper- and lowercase)

Standard: RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet.
Setting: Individual
Materials: Blackline LA 2-5
Instructions: Copy one Blackline LA 2-5 (laminated or put in sheet protector) for student display. Say, ***“Tell me the names of the letters as I point to them.”*** Point to each upper- and lowercase letter. If the child hesitates for 3 seconds, count the letter as incorrect and point to the next letter. If the child cannot name the first row of letters, stop and say, ***“Do you know the names of any of these letters?”*** Let the child indicate any letters he/she can name. Mark the total number of letters correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly names 47-52 upper- and lowercase letters
4	Correctly names 41-46 upper- and lowercase letters
3	Correctly names 36-40 upper- and lowercase letters
2	Correctly names 31-35 upper- and lowercase letters
1	Correctly names 1-30 upper- and lowercase letters or 0 correct

6. Writes name correctly.
2nd Quarter

Standard: GSD

Setting: Whole Group/Small Group/Individual/Academic Center

Materials: Paper; pencil

Instructions: Ask the child to write their name on lined paper or a worksheet.

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

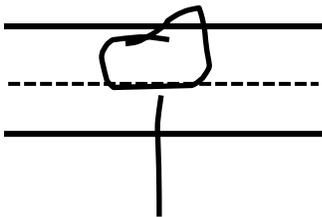
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement.]

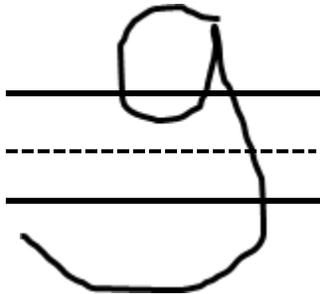
Rubric:

Level	Description
5	Writes first name using upper- and lowercase letters correctly, with proper spacing and letters placed correctly on lines of paper
4	Writes first name using upper- and lowercase letters correctly
3	Writes first name, spelled correctly but letter form or case is incorrect
2	Writes some letters correctly but name is spelled incorrectly or incompletely
1	Does not attempt to write name

Letter placement examples:



Letter not formed correctly.



**Letter formed correctly;
not placed within lines.**



**Letter formed correctly;
placed within lines.**

Blackline LA 2-2

m	s	p
t	n	c
d		

Blackline LA 2-3

a	i	o

Blackline LA 2-4

I	can	the	we
a	like	in	at
to	it	and	go
you	do		

Blackline LA 2-5

A F k P w z B

R H o J U e C

Y T L q M G d

n s v X I r t

Blackline LA 2-5 Continued

V a K i f p W

Z b h O x j u

E c l y Q S m

g D N

Mathematics

Quarterly Benchmark Assessment

2nd Quarter

Kindergarten Mathematics Quarterly Benchmark Assessment Activities 2nd Quarter

Instructions: Use the following assessment activities during the 2nd Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. **Counts out loud. (rote count)**
2nd Quarter – Up to 50

Standard: K.CC.1: Count to 100 by ones and by tens.

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's as high as possible. You may stop the child after he/she reaches 50, if there is a gap in counting of 3 or more seconds, or the child cannot continue counting in consecutive order.

[Teacher Note: By the end of the 2nd quarter, the goal is for each child to count to 50. If you would like to allow a child to count as high as possible, you could use the data gathered for future benchmark assessments.]

This task can be accomplished during daily routines such as: counting the number of days in school, dates on the calendar, P.E. activities, etc.

Rubric:

Level	Description
5	Counts 45-50
4	Counts 36-44
3	Counts 31-35
2	Counts 26-30
1	Counts 1-25 or 0 correct

2. **Counts forward from any number.**
2nd Quarter – Up to 50

Standard: K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's starting at the given numbers below. If a child loses count in a sequence, count the sequence example as incorrect.

- Dialogue:**
1. *When I say "go," I want you to start counting out loud from a number. For example, if I say "5," then you would say "5, 6, 7, 8" until I tell you to stop.*
 2. *Let's start with number 7. Ready, go.*
Have the child stop at 12.
 3. *Let's count starting at 14. Ready, go.*
Have the child stop at 19.
 4. *Let's count starting at 38. Ready, go.*
Have the child stop at 43.
 5. *Let's count starting at 31. Ready, go.*
Have the child stop at 36.

Rubric:

Level	Description
5	Counts correct sequence in 4 examples (Up to 50)
4	Counts correct sequence in 3 of 4 examples
3	Counts correct sequence in 2 of 4 examples
2	Counts correct sequence in 1 of 4 examples
1	0 correct

3. Writes numerals.
2nd Quarter – Up to 10

Standard: K.CC.3: Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 representing a count of no objects).

Setting: Whole Group

Materials: Paper; pencil

Instructions: Hand paper to class. Ask the children to write numerals 1-10 in order. [Teacher Note: Reversals are counted as correct. For example, 7 written backwards is counted as correct. Transposals are not counted as correct. For example, 10 written as 01 is incorrect because it changes the place value meaning. The rubric is based on number of numerals written correctly.]

Rubric:

Level	Description
5	Correctly writes 9-10 numerals
4	Correctly writes 8 of 10 numerals
3	Correctly writes 7 of 10 numerals
2	Correctly writes 6 of 10 numerals
1	Correctly writes 1-5 of 10 numerals or 0 correct

4. Shows a given number of objects.

2nd Quarter – Up to 10 objects

Standard: K.CC.5: Use counting to answer questions about “how many.” *For example, 20 or fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration.* Using a number from 1-20, count out that many objects.

Setting: Small Group

Materials: 10 counters in a container for each child

Instructions: Give each child a container with counters. Instruct each child to count out a set number of counters and show them to you.

Dialogue:

1. *Boys and girls, I want you to count out 10 counters show them to me.*
2. *Now please show me 5 counters.*
3. *Now I would like you to show me 3 counters.*
4. *Next I would like you to show me 9 counters.*

Rubric:

Level	Description
5	Correctly shows number in 4 examples (Up to 10)
4	Correctly shows number in 3 of 4 examples
3	Correctly shows number in 2 of 4 examples
2	Correctly shows number in 1 of 4 examples
1	0 correct

5. Compares 2 sets for greater than, less than, or equal to.
2nd Quarter – Up to 10

Standard: K.CC.6: Use matching or counting strategies to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. Include groups with up to ten objects.

Setting: Whole Group

Materials: Blackline MA 2-5

Instructions: Hand out Blackline MA 2-5. Read each example and have children circle the correct answer.

- Dialogue:**
1. *Boys and girls, we are going to look at some pictures. It is very important for you to listen to my words to know what to circle for each problem.*
 2. *Please put your finger on the star. You will see bananas and monkeys. I would like you to count how many bananas there are and count how many monkeys there are. Circle the set that is less than the other set.*
 3. *Please put your finger on the heart. You will see dogs and bones. I would like you to count how many dogs there are and count how many bones there are. Circle the set that is greater than the other set.*
 4. *Please put your finger on the cloud. You will see bees and flowers. I would like you to count how many bees there are and count how many flowers there are. Circle the set that is greater than the other set.*
 5. *Please put your finger on the leaf. You will see some birds. Count the birds. Please draw an equal number of circles under the bird.*

Rubric:

Level	Description
5	Correctly identifies greater than, less than, or equal to in all 4 examples (Up to 10)
4	Correctly identifies greater than, less than, or equal to in 3 of 4 examples
3	Correctly identifies greater than, less than, or equal to in 2 of 4 examples
2	Correctly identifies greater than, less than, or equal to in 1 of 4 examples
1	0 correct

6. Compares written numerals between 1 and 10.
2nd Quarter – Up to 10

Standard: K.CC.7: Compare two numbers between 1 and 10 presented as written numerals using “greater than,” “less than,” or “equal to.”

Setting: Small Group

Materials: Blackline MA 2-6

Instructions: Hand out Blackline MA 2-6. Read each example and have children circle the correct answer.

- Dialogue:**
1. *Boys and girls, we are going to look at numbers and compare them.*
 2. *Please put your finger on the star. Look at the two numbers. Circle the greater number.*
 3. *Please put your finger on the heart. Look at the two numbers. Circle the number that is less.*
 4. *Please put your finger on the cloud. Look at the two numbers. Circle the number that is less.*
 5. *Please put your finger on the leaf. Look at the two numbers. Circle the number that is greater.*

Rubric:

Level	Description
5	Compares written numerals in all 4 examples (Numbers 1-10)
4	Compares written numerals in 3 of 4 examples
3	Compares written numerals in 2 of 4 examples
2	Compares written numerals in 1 of 4 examples
1	0 correct

7. Solves addition/subtraction word problems within 10.
2nd Quarter – Up to 10

Standard: K.OA.2: Solve addition and subtraction word problems within 10. Using objects or drawings to represent the problem.

Setting: Small Group/Individual

Materials: Blackline MA 2-7; counters

Instructions: Hand out Blackline MA 2-7, counters

- Dialogue:**
- 1. I am going to tell you some addition or subtraction stories. You can use the story mat and counters (or your fingers) to help you solve the math problem.*
 - 2. There are six cows eating at the farm. Three more cows come to join them. How many cows do we have altogether?*
 - 3. Three ducks are standing under the tree. Four more ducks come to join them. How many ducks are there altogether?*
 - 4. There are eight fish swimming in the pond at the farm. If three swim away, how many do we have left?*

[Teacher Note: Addition and subtraction can be tested separately, if preferred.]

Rubric:

Level	Description
5	Adds/subtracts story problems correctly using objects or fingers in 3 examples
4	Adds/subtracts story problems correctly using objects or fingers in 2 of 3 examples
3	Adds/subtracts story problems correctly using objects or fingers in 1 of 3 examples
2	Demonstrates understanding of addition or subtraction, but answers are incorrect in both examples
1	Demonstrates lack of understanding of addition/subtraction

8. Decomposes numbers to 10 into number pairs.

2nd Quarter – Up to 10

Standard: K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way by using objects or drawings. Record each decomposition by a drawing or equation. *For example, $5 = 2 + 3$ and $5 = 4 + 1$.*

Setting: Small Group

Materials: Blackline MA 2-8; linking cubes; crayons; pencils

Instructions: Hand out Blackline MA 2-8 to each child and keep one copy for modeling an example. Give each student 20 linking cubes (10 of one color and 10 of another).

- Dialogue:**
- Boys and girls, I need you to make a train of 10 cubes using two different colors. I will show you first, and then you will make your own train.* Build a train with six red cubes and four blue cubes. Show the train to the children.
 - There are a lot of ways to make a number. I have made the number ten with six red cubes and four blue cubes. Together they make ten. I will now color in my train on my paper and write the addition problem that goes with it.* Model coloring the train on the blackline with six red cubes colored and four blue cubes colored. Model how to write the correct equation $6 + 4 = 10$ below the train.
 - I need you to build a train with ten cubes. You can choose how to build your train with two colors. Then color in your train on your paper, and write the addition problem that goes with your train.*
 - Can you show me another way to make 10? Color in your train, and write the addition problem that goes with your train.*
 - Repeat steps 3 and 4 above for decomposing two examples of 7 and two examples of 5.
[Teacher Note: The coloring is to allow children “think time.” When assessing the child’s performance on the rubric, use the written equation, not the coloring.]

Rubric:

Level	Description
5	Decomposes numbers and correctly records 6 examples (Up to 10)
4	Decomposes numbers and correctly records 5 of 6 examples
3	Decomposes numbers and correctly records 4 of 6 examples
2	Decomposes numbers and correctly records 3 of 6 examples
1	Decomposes numbers and correctly records 1-2 of 6 examples or 0 correct





9

5



7

3



2

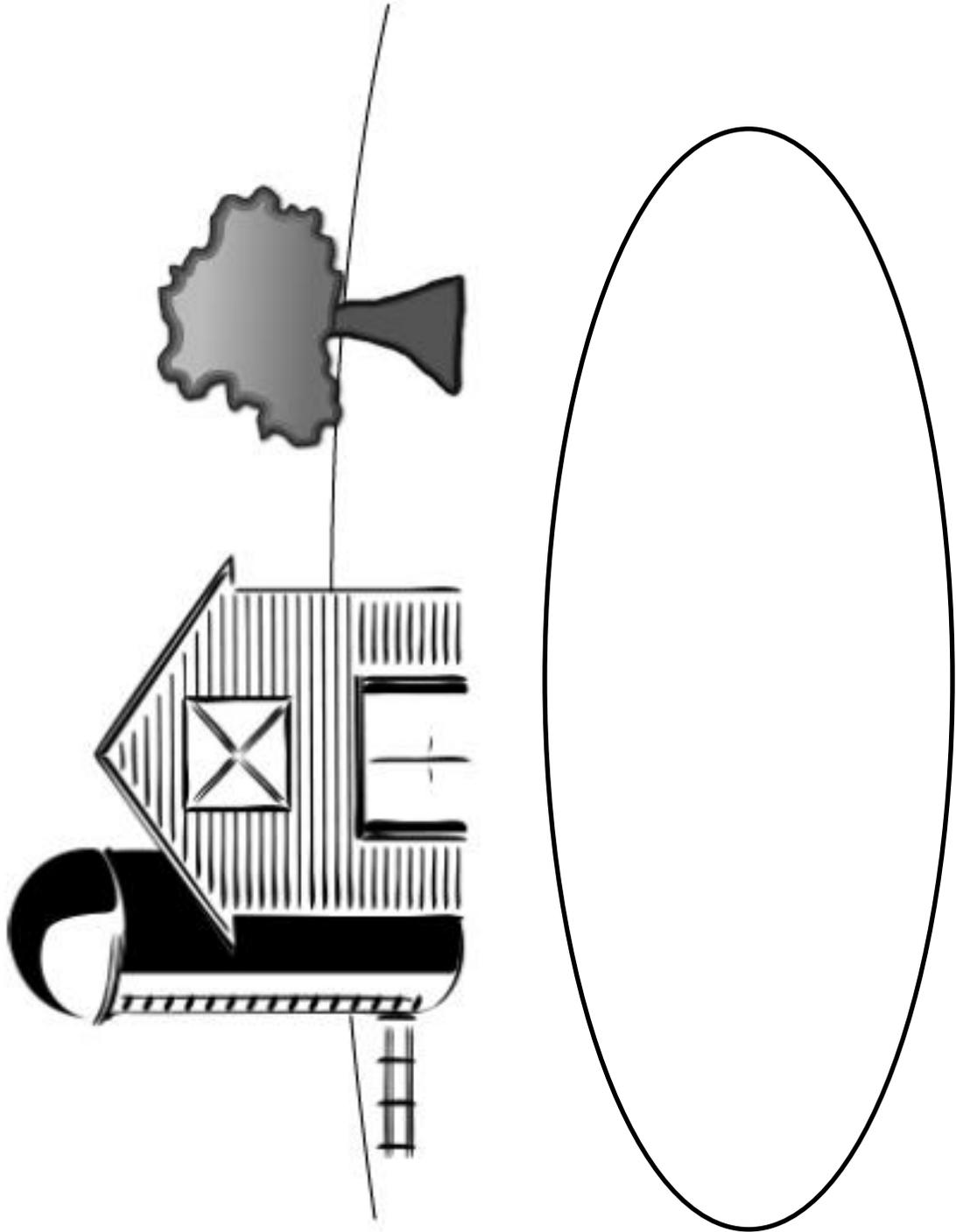
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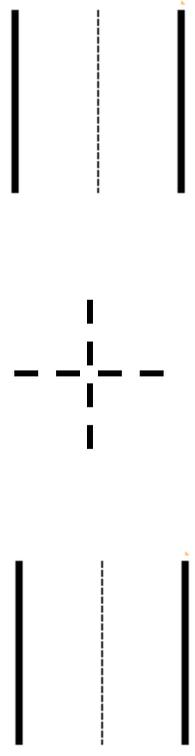


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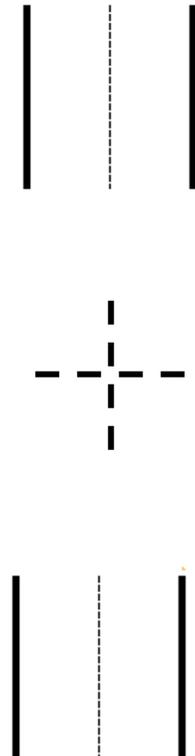
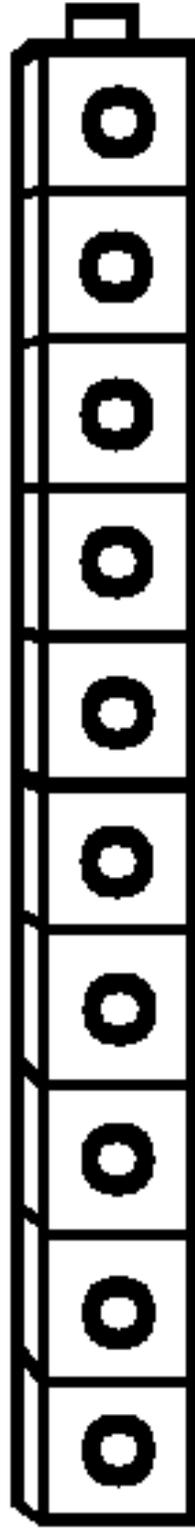
10

Blackline MA 2-7





10 =



10 =



7

=

_____	+	_____
-----	+	-----
_____	+	_____



7

=

_____	+	_____
-----	+	-----
_____	+	_____



5

=

_____	+	_____
-----	+	-----
_____	+	_____



5

=

_____	+	_____
-----	+	-----
_____	+	_____

Kindergarten

Quarterly Benchmark Assessment

3rd Quarter

Literacy

Quarterly Benchmark Assessment

3rd Quarter

Kindergarten Literacy Quarterly Benchmark Assessment Activities

3rd Quarter

Instructions: Use the following assessment activities during the 3rd Quarter. During the assessment, determine the child’s proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Listens/orally blends words. (CVC)
3rd Quarter – 5 words

Standard: RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Setting: Individual

Materials: Blackline LA 3-1 (Elkonin boxes)

Instructions: Say to the child, ***“I am going to say the sounds in a word. Then you can put the sounds together to say the word.”*** Give an example, ***“Listen to these sounds: /c/ /a/ /n/. When I put those sounds together, it makes the word can.”*** You will then give the following sounds and allow the child to blend those sounds into words: /m//a//t/, /b//e//d/, /k//i//d/, /h//o//t/, /m//u//d/.

[Teacher Note: If the child needs a visual aid, use the Elkonin boxes. Point to each box as you say each sound. Do not use any letter tiles or written letters. Only use boxes to represent sounds.]

Rubric:

Level	Description
5	Correctly blends all 5 words (mat, bed, kid, hot, mud)
4	Correctly blends 4 of 5 words
3	Correctly blends 3 of 5 words
2	Correctly blends 1-2 of 5 words
1	0 correct

2. **Listens/orally segments words. (CVC)**
3rd Quarter – 5 words

Standard: RF.K.2d: Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in 3-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

Setting: Individual

Materials: None

Instructions: Say to the child, *“We are going to say the sounds in words. Listen to me say all of the sounds in the word ‘fan’ /f/ /a/ /n/. Listen to another word, ‘bet’ /b/ /e/ /t/. Your turn. Say all of the sounds in ‘ran’.”* Allow the child to orally segment the word. Say, *“Now let’s keep going. Say the sounds in ‘let’.”* Child responds. Continue with the same format with words: sip, dot, bus.

Rubric:

Level	Description
5	Correctly segments all three sounds in all 5 words (ran, let, sip, dot, bus)
4	Correctly segments all three sounds in 4 of 5 words
3	Correctly segments all three sounds in 3 of 5 words
2	Correctly segments all three sounds in 1-2 of 5 words, or segments words by onset rime (ex. “can” /k/ /an/)
1	0 correct

3. Names consonant sounds.

3rd Quarter – 21 sounds

Standard: RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Setting: Individual

Materials: Blackline LA 3-3

Instructions: Say to the child, *“I am going to show you some letters. When I touch the letter, please tell me the sound it makes.”* Point to each letter on Blackline LA 3-3. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. If the child cannot name any of the first 5 sounds, stop and say, *“Do you know any of these sounds?”* Let the child indicate any letter sounds he/she can name. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 19-21 letter sounds (m, s, p, t, n, c, d, h, f, r, b, l, k, g, w, x, v, j, q, y, z)
4	Correctly produces 17-18 letter sounds
3	Correctly produces 15-16 letter sounds
2	Correctly produces 12-14 letter sounds
1	Correctly produces 1-11 letter sounds or 0 correct

4. Names short vowel sounds.

3rd Quarter – 5 sounds

Standard: RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Setting: Individual

Materials: Blackline LA 3-4

Instructions: Say to the child, *“I am going to show you some letters. When I touch the letter, please tell me the short vowel sound it makes.”* Point to each letter on Blackline LA 3-4. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 5 of 5 short vowel sounds (a, i, o, e, u)
4	Correctly produces 4 of 5 short vowel sounds
3	Correctly produces 3 of 5 short vowel sounds
2	Correctly produces 2 of 5 short vowel sounds
1	Correctly produces 1 of 5 short vowel sounds or 0 correct

5. Reads sight words.
3rd Quarter – 25 words

Standard: RF.K.3c: Read common high-frequency words by sight.
Setting: Whole Group/Small Group/Individual
Materials: Blackline LA 3-5 (flashcards if needed)
Instructions: Ask the child to read the sight words. This can be done using the flashcards provided (Blackline LA 3-5), with decodables, leveled readers, or reading activities in small group.

Rubric:

Level	Description
5	Correctly reads 23-25 sight words (I, can, the, we, a, like, in, at, to, it, and, go, you, do, my, as, are, with, is, was, have, for, of, they, said)
4	Correctly reads 20-22 sight words
3	Correctly reads 18-19 sight words
2	Correctly reads 15-17 sight words
1	Correctly reads 1-14 sight words or 0 correct

6. Names letters of the alphabet.
3rd Quarter – 52 total letters (upper- and lowercase)

Standard: RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet.
Setting: Individual
Materials: Blackline LA 3-6
Instructions: Copy one Blackline LA 3-6 (laminated or put in sheet protector) for student display. Say, *“Tell me the names of the letters as I point to them.”* Point to each upper- and lowercase letter. If the child hesitates for 3 seconds, count the letter as incorrect and point to the next letter. If the child cannot name the first row of letters, stop and say, *“Do you know the names of any of these letters?”* Let the child indicate any letters he/she can name. Mark the total number of letters correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly names 47-52 upper- and lowercase letters
4	Correctly names 41-46 upper- and lowercase letters
3	Correctly names 36-40 upper- and lowercase letters
2	Correctly names 31-35 upper- and lowercase letters
1	Correctly names 1-30 upper- and lowercase letters or 0 correct

7. Writes name correctly.
3rd Quarter

Standard: GSD

Setting: Whole Group/Small Group/Individual/Academic Center

Materials: Paper; pencil

Instructions: Ask the child to write their name on lined paper or a worksheet.

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

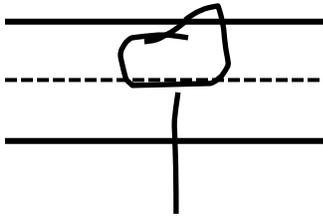
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement.]

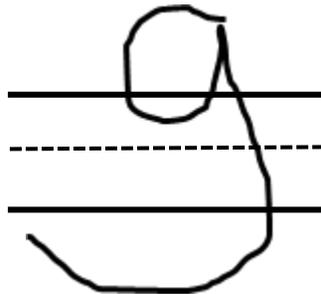
Rubric:

Level	Description
5	Writes first name using upper- and lowercase letters correctly, with proper spacing and letters placed correctly on lines of paper
4	Writes first name using upper- and lowercase letters correctly
3	Writes first name, spelled correctly but letter form or case is incorrect
2	Writes some letters correctly but name is spelled incorrectly or incompletely
1	Does not attempt to write name

Letter placement examples:



Letter not formed correctly.



Letter formed correctly; not placed within lines.



Letter formed correctly; placed within lines.

8. Prints letters. (upper- and lowercase)
3rd Quarter – 52 upper- and lowercase letters

Standard: L.K.1a: Print many upper- and lowercase letters.
Setting: Whole Group/Small Group/Individual/Academic Center
Materials: Paper; pencil

Instructions: Ask the child to write all alphabet letters, upper- and lowercase, on lined paper, a skills practice sheet, or other worksheet. *You do not need to cover the sound/spelling cards on wall. It is not appropriate to model this task for the students.*

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

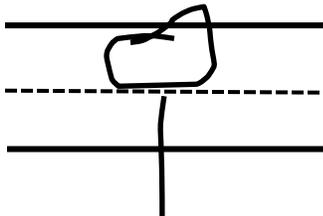
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement]

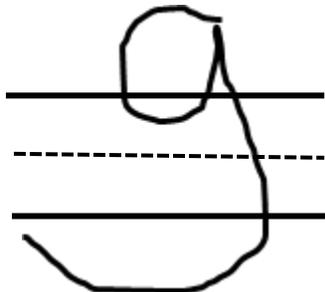
Rubric:

Level	Description
5	Correctly prints 47-52 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
4	Correctly prints 41-46 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
3	Correctly prints 36-40 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
2	Correctly prints 31-35 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
1	Correctly prints 1-30 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper or 0 correct

Letter placement examples:



Letter not formed correctly.



Letter formed correctly; not placed within lines.



Letter formed correctly; placed within lines.

Blackline LA3-1



Blackline LA 3-3

m	s	p
t	n	c
d	h	f
r	b	l
k	g	w
x	v	j
q	y	z

Blackline LA 3-4

a	i	o
e	u	

Blackline LA 3-5

I	can	the	we
a	like	in	at
to	it	and	go
you	do	my	as
are	with	is	was
have	for	of	they
said			

Blackline LA 3-6

A F k P w z B

R H o J U e C

Y T L q M G d

n s v X I r t

Blackline LA 3-6 Continued

V a K i f p W

Z b h O x j u

E c l y Q S m

g D N

Mathematics

Quarterly Benchmark Assessment

3rd Quarter

Kindergarten Mathematics Quarterly Benchmark Assessment Activities 3rd Quarter

Instructions: Use the following assessment activities during the 3rd Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Counts out loud. (rote count) 3rd Quarter – Up to 80

Standard: K.CC.1: Count to 100 by ones and by tens.

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's as high as possible. You may stop the child after he/she reaches 80, if there is a gap in counting of 3 or more seconds, or the child cannot continue counting in consecutive order.

[Teacher Note: By the end of the 3rd quarter, the goal is for each child to count to 80. If you would like to allow a child to count as high as possible, you could use the data gathered for future benchmark assessments.] This could be accomplished

during daily routines such as: count the number of days in school, dates on the calendar, P.E. activities, etc.

Rubric:

Level	Description
5	Counts 72-80
4	Counts 64-71
3	Counts 56-63
2	Counts 48-55
1	Counts 1-47 or 0 correct

2. Counts by 10's.
3rd Quarter – Up to 100

Standard: K.CC.1: Count to 100 by ones and by tens.

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 10's as high as possible.

[Teacher Note: By the end of the 3rd quarter, the goal is for each child to count by 10's to 100.] This can be accomplished during daily routines.

Rubric:

Level	Description
5	Counts to 90 or 100
4	Counts to 80
3	Counts to 70
2	Counts to 60
1	Counts to 10-50 or 0 correct

3. Counts forward from any number.
3rd Quarter – Up to 80

Standard: K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's starting at the given numbers below. If a child repeats the starting number, or simply counts on from the starting number, either is counted as correct. *For example: teacher says "count from 5," and the child responds '5,6,7,8' or '6,7,8' both are considered correct.*
If a child loses count in a sequence, count the sequence example as incorrect.

- Dialogue:**
1. *When I say "go," I want you to start counting out loud from a number. For example, if I say "5," then you would say "5, 6, 7, 8" until I tell you to stop.*
 2. *Let's start with number 4. Ready, go.*
Have the child stop at 9.
 3. *Let's count starting at 17. Ready, go.*
Have the child stop at 22.
 4. *Let's count starting at 35. Ready, go.*
Have the child stop at 40.
 5. *Let's count starting at 66. Ready, go.*
Have the child stop at 71.

[Teacher Note: By the end of the 3rd quarter, the goal is for each child to count to 80. If you would like to allow a child to count as high as possible, you could use the data gathered for future benchmark assessments.]

Rubric:

Level	Description
5	Counts correct sequence in 4 examples (Up to 80)
4	Counts correct sequence in 3 of 4 examples
3	Counts correct sequence in 2 of 4 examples
2	Counts correct sequence in 1 of 4 examples
1	0 correct

4. Writes numerals.
3rd Quarter – Up to 20

Standard: K.CC.3: Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 representing a count of no objects).

Setting: Whole Group

Materials: Paper; pencil

Instructions: Hand out paper to class. Ask the children to write numerals 1-20 in order. [Teacher Note: Reversals are counted as correct. For example, 7 written backwards in the number 17 is counted as correct. Transposals are not counted as correct. For example, 17 written as 71 is incorrect because it changes the place value meaning.]

Rubric:

Level	Description
5	Writes numerals 18-20 correctly
4	Writes 16-17 numerals correctly
3	Writes 14-15 numerals correctly
2	Writes 12-13 numerals correctly
1	Writes 1-11 numerals correctly or 0 correct

5. Writes the number of objects in a set.
3rd Quarter – Up to 20

Standard: K.CC.3: Read and write numbers using base ten numerals from 0 to 20. Represent a number of objects with a written numeral, in or out of sequence (0 representing a count of no objects).

Setting: Whole Group

Materials: Blackline MA 3-5; pencils

Instructions: Hand out Blackline MA 3-5. Have the children count how many objects in each set and write the numeral.

Rubric:

Level	Description
5	Correctly counts and labels 6 examples (Up to 20)
4	Correctly counts and labels 5 of 6 examples
3	Correctly counts and labels 4 of 6 examples
2	Correctly counts and labels 3 of 6 examples
1	Correctly counts and labels 1-2 of 6 examples or 0 correct

6. Understands that a quantity is one larger each time an object is added to the group.
3rd Quarter – Up to 20

Standard: K.CC.4c: Understand that each successive number name refers to a quantity that is one greater than the previous number.

Setting: Individual/Small Group

Materials: Counters

Instructions: Ask each child to count out 15 counters.

[Teacher Note: Observe if the child is able to count out the original set correctly representing the given number of objects.]

Ask the child to add one more counter to their set. Ask the child to tell how many counters are now in their set.

[Teacher Note: Identify whether a child figures out how many they have by “counting on” compared to children that need to recount having to start back at one and count entire set.]

Rubric:

Level	Description
5	Counts out original set of 15 counters correctly. Uses “counting on” to correctly identify how many are in a group when one more is added. (16)
4	Counts out original set of 15 counters correctly. Recounts all items in the set when 1 more counter is added.
3	Counts out original set of 15 counters correctly, but recounts set incorrectly when one more counter is added.
2	N/A
1	Incorrectly counts original set or 0 correct

**7. Shows a given number of objects (Up to 20)
Counts and tells how many are in a group in various arrangements
(Circle -20 objects; Scattered - 10 objects)
3rd Quarter – Up to 20**

Standard: K.CC.5: Use counting to answer questions about “how many.” *For example, 20 of fewer objects arranged in a line, a rectangular array, or circle; 10 or fewer objects in a scattered configuration.* Using a number from 1-20, count out that many objects.

Setting: Individual

Materials: Counters; Blackline MA 3-7

Instructions: Give the child at least 20 counters and say, ***“I want you to count out 17 counters and show them to me.”***

Place 20 counters on blackline MA 3-7. Have a child count and tell how many counters are in the circle. Next, use 10 counters to make a scattered formation. Have the child count and tell how many counters in the scattered formation.

[Teacher Note: When counting, the child may mark or identify the starting point to begin counting. Likewise, the child might move the counters as they count. Each child might use a different strategy to count. Classroom instruction should have provided various strategies for the child to use to accomplish counting in formations. Ideally, we want the children tested using the most comfortable strategy for them to assess their ability to count using 1-to-1 correspondence.]

Rubric:

Level	Description
5	Correctly shows 17 counters; correctly counts and tells how many in both arrangements-circle (20) and scattered (10)
4	Correctly shows 17 counters; correctly counts and tells how many in 1 of 2 arrangements - circle (20) or scattered (10)
3	Correctly shows 17 counters; does not count arrangements correctly
2	Unable to count out 17 counters; correctly counts and tells how many in both arrangements-circle (20) and scattered (10)
1	Unable to count out 17 counters; correctly counts and tells how many in 1 of 2 arrangements-circle (20) and scattered (10) or 0 correct

[Rubric Note: According to the math progressions, counting objects out is a more difficult task than counting arrangements. Therefore, the rubric is designed to require the students to perform the more difficult task to achieve a higher score on the rubric. “Counting objects arranged in a line is easiest; with more practice, students learn to count objects in more difficult arrangements, such as rectangular arrays (they need to ensure they reach every row or column and do not repeat rows or columns); circles (they need to stop just before the object they started with); and scattered configurations (they need to make a single path through all of the objects). Later, students can count out a given number of objects, which is more difficult than just counting that many objects, because counting must be fluent enough for the student to have enough attention to remember the number of objects that is being counted out.] – Progressions for the Common Core State Standards in Mathematics (2011)

8. Composes/decomposes numbers 11-19.
3rd Quarter

Standard: K.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones. Use objects or drawings and record each composition or decomposition by a drawing or equation. *For example, $18 = 10 + 8$.* Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Setting: Academic Center

Materials: Blackline MA 3-8T; Blackline MA 3-8; counters to glue down (e.g., cereal, paper squares, paper circles, dried beans) or bingo dot markers; glue

Instructions: Cut apart Blackline MA 3-8T and place the teen number cards in a stack in the middle of the table. Instruct the children to select a card and record the number on Blackline MA 3-8. Children should then show the number by gluing down that number of objects or stamping the ten frame with dot markers. Ten objects will be placed on the ten frame, and single objects will be placed outside of the ten frame to represent ten ones and some more ones. (e.g., A child selects the number 17. Ten beans are glued on the ten frame, and 7 more beans are glued underneath the ten frame.)

Rubric:

Level	Description
5	Shows 4 numbers between 11 and 19 as ten ones and more ones on a ten frame model
4	Shows 3 of 4 numbers between 11 and 19 as ten ones and more ones on a ten frame model
3	Shows 2 of 4 numbers between 11 and 19 as ten ones and more ones on a ten frame model
2	Shows 1 of 4 numbers between 11 and 19 as ten ones and more ones on a ten frame model
1	0 correct

9. Composes simple shapes to form larger shapes.
3rd Quarter

Standard: K.G.6: Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Setting: Small Group

Materials: Blackline MA 3-9; bags

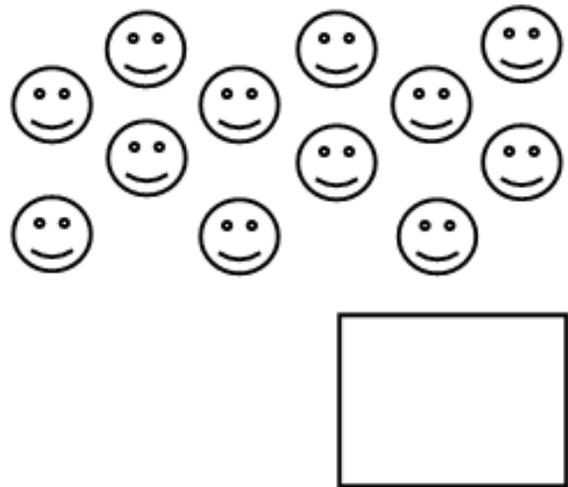
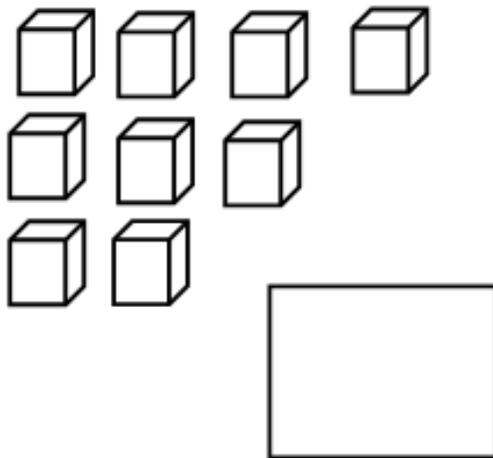
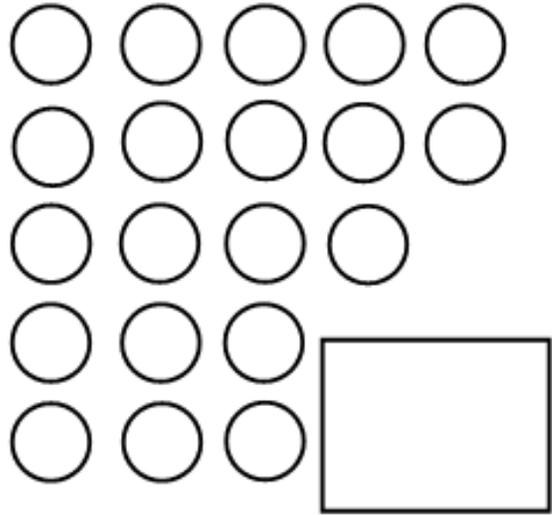
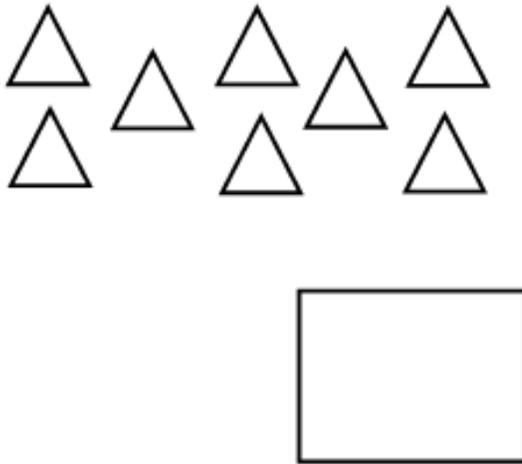
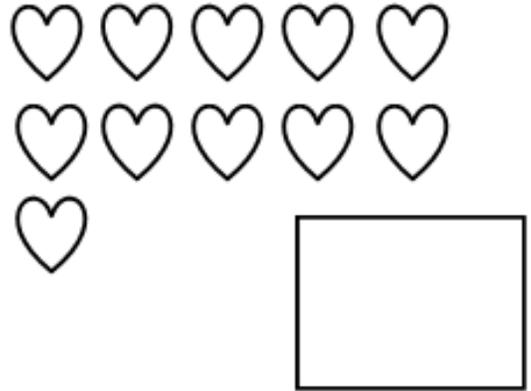
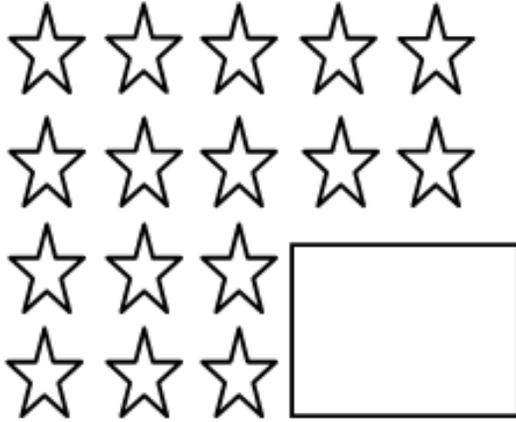
Instructions: Copy and cut apart Blackline MA 3-9 for each child in the small group. Put a set of shapes in a bag for each child.

Dialogue:

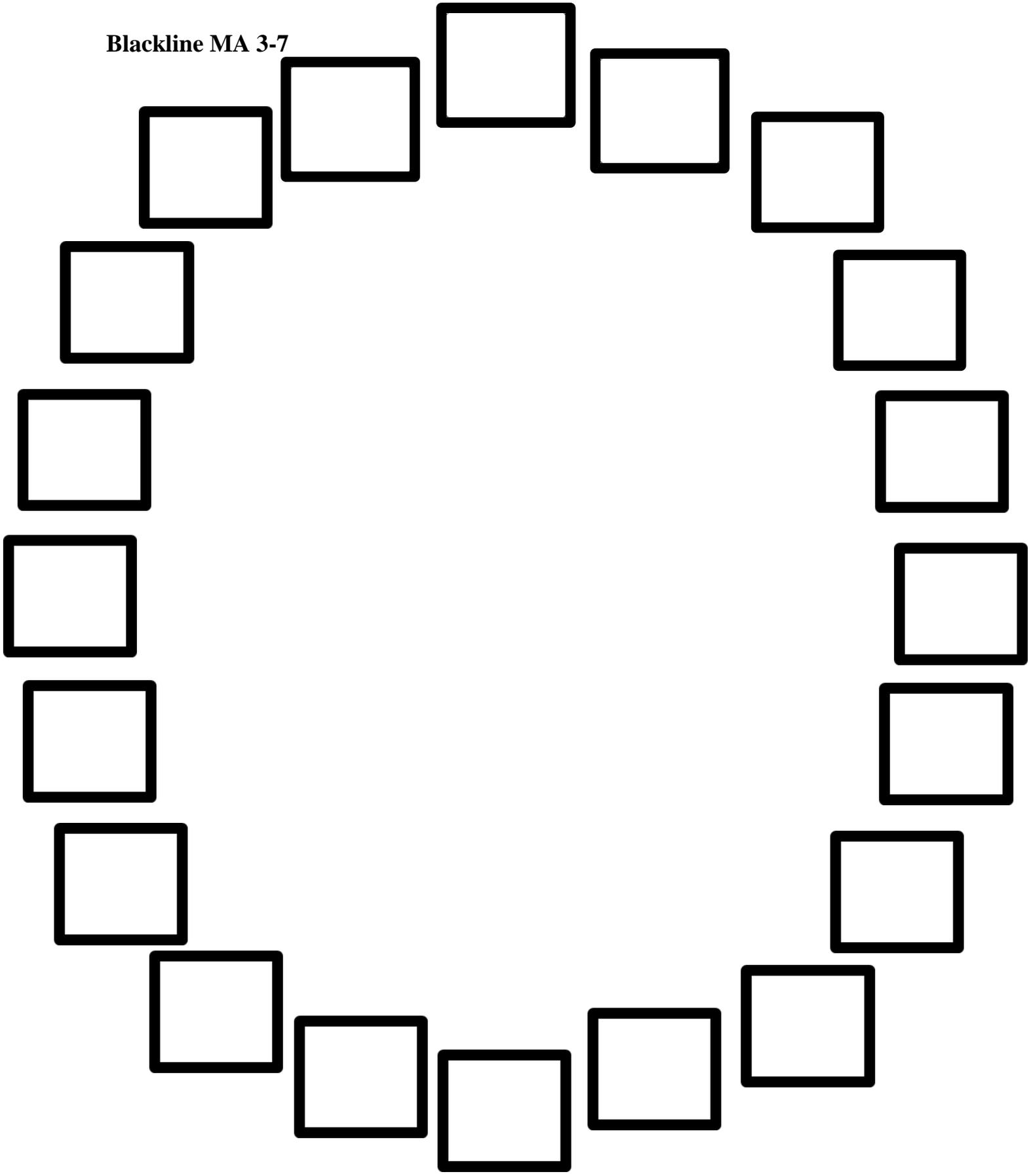
1. *Boys and girls, I am going to give you a bag with shapes. I will ask you to use the shapes to make new shapes.*
2. *Take out the two squares. Can you join these two squares to make a rectangle?*
3. *Take out the two triangles with stars. Can you join these two triangles to make a rectangle?*
4. *Take out the two triangles with hearts. Can you join these two triangles to make a square?*

Rubric:

Level	Description
5	Correctly creates 3 shapes
4	Correctly creates 2 shapes
3	Correctly creates 1 shapes
2	N/A
1	0 correct



Blackline MA 3-7



Blackline MA 3-8T



11	12	13
14	15	16
17	18	19

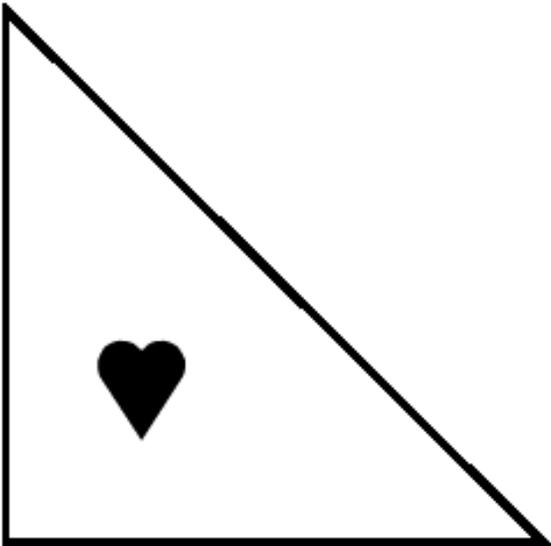
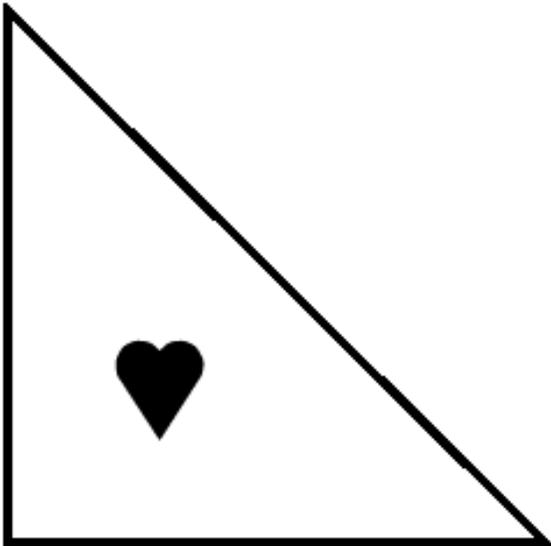
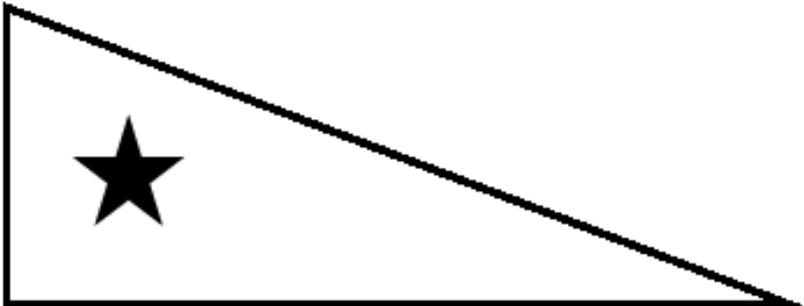
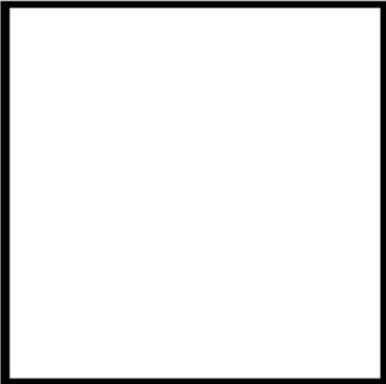
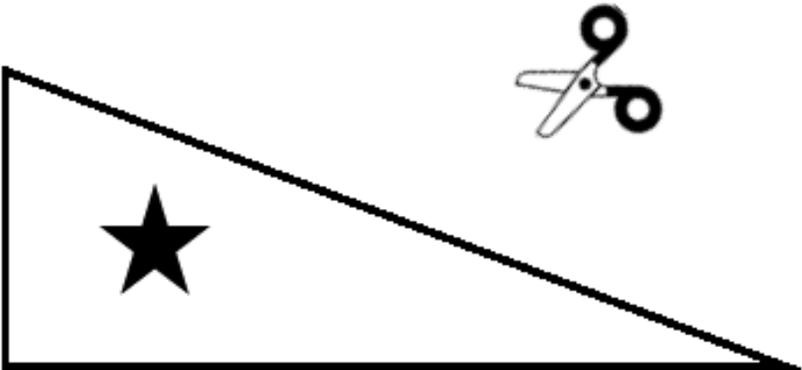
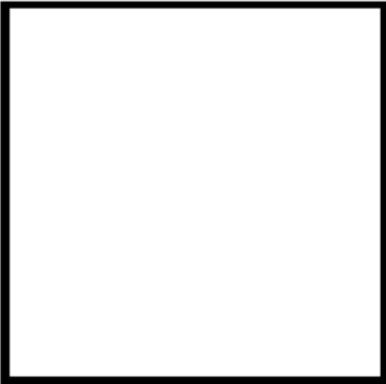








Blackline MA 3-9



Kindergarten

Quarterly Benchmark Assessment

4th Quarter

Literacy

Quarterly Benchmark Assessment

4th Quarter

Kindergarten Literacy Quarterly Benchmark Assessment Activities 4th Quarter

Instructions: Use the following assessment activities during the 4th Quarter. During the assessment, determine the child’s proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Names consonant sounds. 4th Quarter – 21 sounds

Standard: RF.K.3a: Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

Setting: Individual

Materials: Blackline LA 4-1

Instructions: Say to the child, *“I am going to show you some letters. When I touch the letter, please tell me the sound it makes.”* Point to each letter on Blackline LA 4-1. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. If the child cannot name any of the first 5 sounds, stop and say, *“Do you know any of these sounds?”* Let the child indicate any letter sounds he/she can name. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 19-21 letter sounds (m, s, p, t, n, c, d, h, f, r, b, l, k, g, w, x, v, j, q, y, z)
4	Correctly produces 17-18 letter sounds
3	Correctly produces 15-16 letter sounds
2	Correctly produces 12-14 letter sounds
1	Correctly produces 1-11 letter sounds or 0 correct

2. **Names short vowel sounds.**
4th Quarter – 5 sounds

Standard: RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Setting: Individual

Materials: Blackline LA 4-2

Instructions: Say to the child, ***“I am going to show you some letters. When I touch the letter, please tell me the short vowel sound it makes.”*** Point to each letter on Blackline LA 4-2. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. If the child cannot name any of the 5 sounds, stop and say, ***“Do you know any of these sounds?”*** Let the child indicate any letter sounds he/she can name. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 5 of 5 short vowel sounds (a, i, o, e, u)
4	Correctly produces 4 of 5 short vowel sounds
3	Correctly produces 3 of 5 short vowel sounds
2	Correctly produces 2 of 5 short vowel sounds
1	Correctly produces 1 of 5 short vowel sounds or 0 correct

3. **Names long vowel sounds.**
4th Quarter – 5 sounds

Standard: RF.K.3b: Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Setting: Individual

Materials: Blackline LA 4-3

Instructions: Say to the child, ***“I am going to show you some letters. When I touch the letter, please tell me the long vowel sound it makes.”*** Point to each letter on Blackline LA 4-3. If the child hesitates for 3 seconds, count the sound as incorrect and point to the next letter. If the child cannot name any of the 5 sounds, stop and say, ***“Do you know any of these sounds?”*** Let the child indicate any letter sounds he/she can name. Mark the total number of letter sounds correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly produces 5 of 5 long vowel sounds (Aa, Ii, Oo, Uu, Ee)
4	Correctly produces 4 of 5 long vowel sounds
3	Correctly produces 3 of 5 long vowel sounds
2	Correctly produces 2 of 5 long vowel sounds
1	Correctly produces 1 of 5 long vowel sounds or 0 correct

4. Reads CVC words.
4th Quarter – 5 words

Standard: RF.K.3: Know and apply grade-level phonics and word analysis skills in decoding words.

Setting: Individual

Materials: Blackline LA 4-4

Instructions: Say to the child, *“I am going to show you some words. I need you to read them for me.”* Show the child Blackline LA 4-4. Point to each word while the child reads it. If you prefer, you may cover up the other words with a paper, isolating the word as the child reads it. You can also cut apart the blackline and use as flashcards.

Rubric:

Level	Description
5	Correctly reads all 5 CVC words (pin, lap, met, job, nut)
4	Correctly reads 4 of 5 CVC words
3	Correctly reads 3 or 5 CVC words
2	Correctly reads 1-2 of 5 CVC words
1	0 correct

5. Reads sight words.
4th Quarter – 30 words

Standard: RF.K.3c: Read common high-frequency words by sight.

Setting: Whole Group/Small Group/Individual

Materials: Blackline LA 4-5 (flashcards if needed)

Instructions: Ask the child to read the sight words. This can be done using the flashcards provided (Blackline LA 4-5), with decodables, leveled readers, or reading activities in small group.

Rubric:

Level	Description
5	Correctly reads 27-30 sight words (I, can, the, we, a, like, in, at, to, it, and, go, you, do, my, as, are, with, is, was, have, for, of, they, said, what, has, look, who, come)
4	Correctly reads 24-26 sight words
3	Correctly reads 21-23 sight words
2	Correctly reads 18-20 sight words
1	Correctly reads 1-17 sight words, or 0 correct

6. Names letters of the alphabet.
4th Quarter – 52 total letters (upper- and lowercase)

Standard: RF.K.1d: Recognize and name all upper- and lowercase letters of the alphabet.

Setting: Individual

Materials: Blackline LA 4-6

Instructions: Copy one Blackline LA 4-6 (laminated or put in sheet protector) for student display. Say, ***“Tell me the names of the letters as I point to them.”*** Point to each upper- and lowercase letter. If the child hesitates for 3 seconds, count the letter as incorrect and point to the next letter. If the child cannot name the first row of letters, stop and say, ***“Do you know the names of any of these letters?”*** Let the child indicate any letters he/she can name. Mark the total number of letters correctly named. Self-corrections count as correct answers.

Rubric:

Level	Description
5	Correctly names 47-52 upper- and lowercase letters
4	Correctly names 41-46 upper- and lowercase letters
3	Correctly names 36-40 upper- and lowercase letters
2	Correctly names 31-35 upper- and lowercase letters
1	Correctly names 1-30 upper- and lowercase letters or 0 correct

7. **Writes name correctly.**
4th Quarter

Standard: GSD

Setting: Whole Group/Small Group/Individual/Academic Center

Materials: Paper; pencil

Instructions: Ask the child to write their name on lined paper or a worksheet.

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

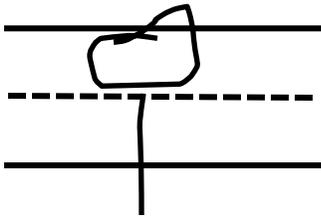
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement]

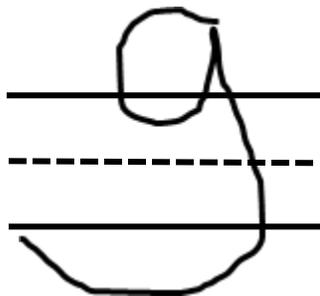
Rubric:

Level	Description
5	Writes first name using upper- and lowercase letters correctly, with proper spacing and letters placed correctly on lines of paper
4	Writes first name using upper- and lowercase letters correctly
3	Writes first name, spelled correctly but letter form or case is incorrect
2	Writes some letters correctly but name is spelled incorrectly or incompletely
1	Does not attempt to write name

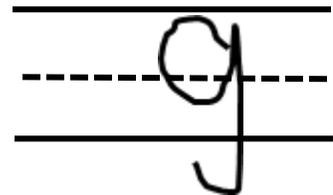
Letter placement examples:



Letter not formed correctly.



**Letter formed correctly;
not placed within lines.**



**Letter formed correctly;
placed within lines.**

8. Writes CVC words.

4th Quarter

Standard: RF.K.1: Demonstrate understanding of the organization and basic features of print.

L.K.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Setting: Whole Group/Small Group

Materials: Paper; pencil

Instructions: [Teacher Note: This is the same assessment given in the pre/post assessment. You only need to test once at the end of the year and use the information to score.] Say, “*Now we’re going to do some writing. Let’s write the word ‘mat’ together. Listen to the sounds in the word ‘mat.’ What letter should I write first?*” If the child correctly responds “m,” write the letter down on the paper. If the student gives the wrong letter or fails to respond, the teacher still writes the letter “m” on the paper. Say, “*M is the first letter in ‘mat.’ What letter should I write down next?*” and so on. Repeat this process with a second sample word ‘lip.’ Say, “*Let’s write the word ‘lip’ together. What letter should I write first? Next?*” After writing the word, say, “*Now it’s your turn. With this pencil, write down the words that I tell you. Spell them the best you can by listening to the sounds you hear in the words and writing them down.*” Say the word without stretching out the word or isolating the sounds for the child. Do not tell the child to stretch out the word. If the child stretches the word on their own, that is acceptable. [Teacher Note: If the child fails to provide the initial consonant on both the sample words and also each of the first two test words, the teacher may stop the phoneme representation portion of the test.] Continue same format with words: fan, red, sit, mop, bug. Scoring: Refer to the table below to see the breakdown of points. Each word can be scored up to 4 points.

Word	Phoneme Represented			Phoneme Points	Bonus Point	Total Score
fan	f	a	n			
	v					
rɛd	r	e	d			
	w	a	b			
sit	s	i	t			
	c	e	d			
mop	m	o	p			
		i	b			
bug	b	u	g			
	p	o	k			
			c			
Total						

Rubric:

Level	Description
5	Scores 18-20 points total (fan, red, sit, mop, bug)
4	Scores 16-17 points total
3	Scores 14-15 points total
2	Scores 12-13 points total
1	Scores 1-11 points total or 0 points

9. Prints letters. (upper- and lowercase)
4th Quarter – 52 upper- and lowercase letters

Standard: L.K.1a: Print many upper- and lowercase letters.
Setting: Whole Group/Small Group/Individual/Academic Center
Materials: Paper; pencil

Instructions: Ask the child to write all alphabet letters, upper- and lowercase on lined paper, a skills practice sheet, or other worksheet. *You do not need to cover the sound/spelling cards on wall. It is not appropriate to model this task for the students.*

[Teacher Note: The rubric is designed to show progression along a continuum through the school year. It is not expected for students to write their names perfectly (scoring a 5) in the first quarter.

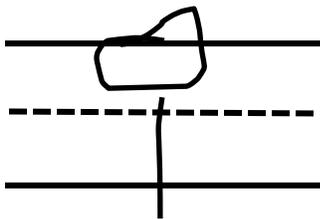
Placement of letters on the lines will come with practice and is continued to be tested in 1st grade using the same rubric. Please refer to the example below regarding letter placement on lines.

Take note, our district literacy “tool” (Wonders) begins in Kindergarten with the expectation for children to learn to write letters within lines. Score accordingly using your professional judgement]

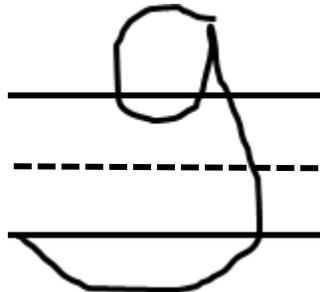
Rubric:

Level	Description
5	Correctly prints 47-52 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
4	Correctly prints 41-46 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
3	Correctly prints 36-40 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
2	Correctly prints 31-35 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper
1	Correctly prints 1-30 upper- and lowercase letters, using proper spacing with letters placed correctly on lines of paper or 0 correct

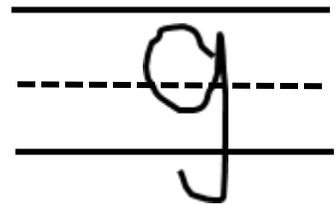
Letter placement examples:



Letter not formed correctly.



Letter formed correctly; not placed within lines.



Letter formed correctly; placed within lines.

Blackline LA 4-1

m	s	p
t	n	c
d	h	f
r	b	l
k	g	w
x	v	j
q	y	z

Blackline LA 4-2

a	i	o
e	u	

Blackline LA 4-3

Aa	Ii	Oo
Uu	Ee	

Blackline LA4-4

pin	lap	met
job	nut	

Blackline LA 4-5

I	can	the	we
a	like	in	at
to	it	and	go
you	do	my	as
are	with	is	was
have	for	of	they
said	what	has	look
who	come		

Blackline LA 4-6

A F k P w z B

R H o J U e C

Y T L q M G d

n s v X I r t

Blackline LA 4-6 Continued

V a K i f p W

Z b h O x j u

E c l y Q S m

g D N

Mathematics

Quarterly Benchmark Assessment

4th Quarter

Classroom Summary Sheet

Kindergarten Mathematics Quarterly Benchmark Assessment

4th Quarter

Legend

These skills are ranked on a child's ability to demonstrate them independently.

5 4 3 2 1 *

Achieving Developing Needs Support N/A

Instructions: Record the proficiency levels in the columns for each child.

Students	1. Rote counts. (Up to 100)	2. Counts from any number. (Up to 100)	3. Fluently adds/subtracts within 5.	4. Classifies objects.	5. Names shapes.
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

Kindergarten Mathematics Quarterly Benchmark Assessment Activities 4th Quarter

Instructions: Use the following assessment activities during the 4th Quarter. During the assessment, determine the child's proficiency level and record the results on the Classroom Summary Sheet. Follow the rubric included at the end of each activity.

Assessment Activities

1. Counts out loud. (rote count)
4th Quarter – Up to 100

Standard: K.CC.1: Count to 100 by ones and by tens.

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's as high as possible. You may stop the child after he/she reaches 100, if there is a gap in counting of 3 or more seconds, or the child cannot continue counting in consecutive order.
[Teacher Note: By the end of the 4th quarter, the goal is for each child to count to 100.] This can be accomplished during daily routines such as: counting the number of days in school, dates on the calendar, P.E. activities, etc.

Rubric:

Level	Description
5	Counts 90-100
4	Counts 80-89
3	Counts 70-79
2	Counts 60-69
1	Counts 1-59 or 0 correct

2. Counts forward from any number.
4th Quarter – Up to 100

Standard: K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

Setting: Individual

Materials: None

Instructions: Ask the child to count out loud by 1's starting at the given numbers below. If a child repeats the starting number, or simply counts on from the starting number, either is counted as correct. *For example: teacher says "count from 5," and the child responds '5,6,7,8' or '6,7,8' both are considered correct.*
If a child loses count in a sequence, count the sequence example as incorrect.

Dialogue:

1. *When I say "go," I want you to start counting out loud from a number. For example, if I say "5," then you would say "5, 6, 7, 8" until I tell you to stop.*
2. *Let's start with number 13. Ready, go.*
Have the child stop at 18.
3. *Let's count starting at 38. Ready, go.*
Have the child stop at 43.
4. *Let's count starting at 76. Ready, go.*
Have the child stop at 81.
5. *Let's count starting at 95. Ready, go.*
Have the child stop at 100.

Rubric:

Level	Description
5	Counts correct sequence in 4 examples (Up to 100)
4	Counts correct sequence in 3 of 4 examples
3	Counts correct sequence in 2 of 4 examples
2	Counts correct sequence in 1 of 4 examples
1	0 correct

3. Fluently adds and subtracts numbers within 5.
4th Quarter

Standard: K.OA.5: Fluently add and subtract using numbers within 5.

Setting: Individual

Materials: Counters

Instructions: Have counters available for the child if they need them to complete the task.

[Teacher Note: “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately and skill in performing them flexibly, accurately, and efficiently.” In kindergarten, this can be interpreted as being able to know how to add, how to subtract, and doing it in a timely manner in a developmentally appropriate way for the child. It is reasonable to expect children to accomplish all 4 problems in under 4 minutes to prove a sense of “efficiency.”]

Dialogue: Say to the child, *“I am going to read some addition and subtraction problems. I would like you to tell me the answers. You can use your fingers or these counters to help you.”* Read the following problems to the child, grade accordingly. *“4 + 1; 5 – 2; 4 – 1; and 2 + 3”*

Rubric:

Level	Description
5	Correctly answers 4 problems
4	Correctly answers 3 problems
3	Correctly answers 2 problems
2	Correctly answers 1 problem
1	0 correct

4. Classifies objects.
4th Quarter

Standard: K.MD.3: Classify objects into given categories; count the numbers of objects in each category and sort the categories by count
 Limit category counts to be less than or equal to 10.

Setting: Individual

Materials: Blackline MA 4-4a; Blackline MA 4-4b

Instructions: Copy Blackline MA 4-4a on red cardstock and copy Blackline MA 4-4b on yellow cardstock. Cut out buttons and combine both colors to make one set for classifying. Children will sort the buttons in one way. After classifying the buttons, children need to be able to answer a question.

Dialogue:

1. *I am going to give you some buttons. They are the same in some ways and different in other ways. I would like you to sort them for me. Please sort the buttons by shape.*
2. Ask the child, *“How many circle buttons are there?”*
3. Say, *“Now I would like you to please sort the buttons by color.”*
4. Ask the child, *“How many red buttons are there?”*

Rubric:

Level	Description
5	Classifies objects two ways and answers 2 questions correctly
4	Classifies objects two ways and answers 1 question correctly
3	Classifies objects 1-2 ways and answers 1 question correctly
2	Classifies 1-2 ways and answers 0 questions correctly
1	Demonstrates lack of understanding of classification

5. Names shapes of any size or orientation.
4th Quarter

Standard: K.G.2: Correctly name shapes regardless of their orientations or overall size.

Setting: Individual

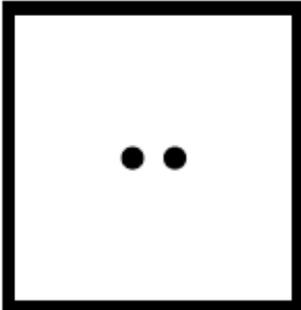
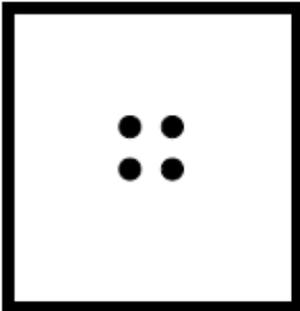
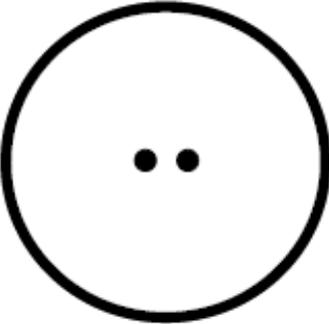
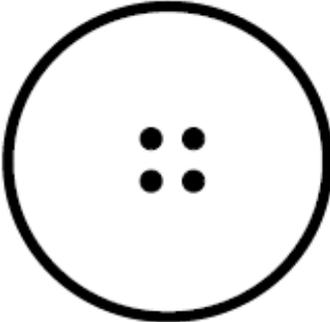
Materials: Blackline MA 4-5

Instructions: Have the child identify the shapes on Blackline MA 4-5. [Teacher Note: If a child identifies a square as a rectangle, it should be counted as correct. All squares are rectangles. All rectangles are not squares.]

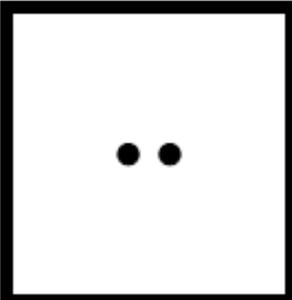
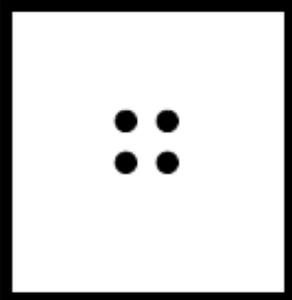
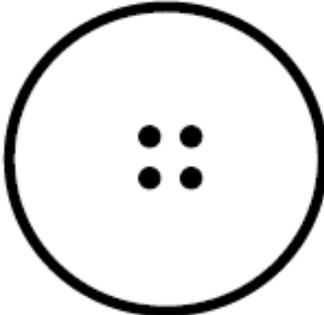
Rubric:

Level	Description
5	Correctly names 8-9 shapes
4	Correctly names 7 shapes
3	Correctly names 6 shapes
2	Correctly names 5 shapes
1	Correctly names 1-4 shapes or 0 correct

Blackline MA 4-4a



Blackline MA 4-4b



Blackline MA 4-5

