

Kindergarten ELA Proficiency Reporting Guideline

T1	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate some listening or speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.	Demonstrate listening and speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas. SL.K.1, SL.K.2, L.K.5, L.K.6	Demonstrate listening and speaking skills using higher-level vocabulary when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies (visualizing) and skills.	Demonstrate progress towards comprehension by applying reading strategies (visualize) and skills to sometimes understand text read aloud by the teacher.	Demonstrate comprehension by applying reading strategies (visualize) and skills to understand text read aloud by the teacher. RL.K.1, RL.K.3	Demonstrate comprehension beyond expectations by applying reading strategies (visualize) with above grade level text.
Critical Thinking	Participate in activities to identify one school rule and appropriate behavior.	Demonstrate the understanding to identify school rules, provide information about a given non-fiction topic, identify the rules, laws, and positions of authority, and identify members in a citizen	Demonstrate the understanding to identify school rules, provide information about a given non-fiction topic, describe the reasons for rules, laws, and positions of authority, and describe the responsibilities of being a citizen. NDSS C.K.2.1, NDSS C.K.2.6, RI.K.2, W.K.2	
Handwriting	Observes teacher modeling of formation of letters and practices pencil grasp .	Demonstrates some knowledge of the formation of letters using efficient pencil grasp on daily handwriting practice and writing samples.	Demonstrates appropriate formation of most letters using an efficient pencil grasp on daily handwriting practice and writing samples. L.K.1	Demonstrates fluent formation, size, and legibility on all written samples taken in the classroom.
Phonemic Awareness	Participate in group activities to hear and identify limited rhyming words.	Demonstrate understanding to hear and identify some rhyming words.	Demonstrate understanding to hear and identify rhyming words. RF.K.2	Generates and adapts new words by manipulation of letters and sounds.
Phonics	Engage in activities to identify consonant sounds with books and in writing in the classroom.	Demonstrate skills to read and identify some consonant sounds.	Demonstrate skills to read and identify most consonant sounds (with one-to-one correspondence). RF.K.3	Demonstrate a broad range of word attack skills to decode words; writes short vowel words; reads short vowel words.
Reading (Critical Thinker)	Observe and participate in beginning reading skills and concepts about print work (how to hold a book, turn the page, where to start reading, etc.).	Demonstrate beginning reading skills in guided reading through concepts about print knowledge (how to hold a book, turn the page, where to start reading, etc.).	Demonstrate beginning reading using strategies and skills in guided reading through concepts about print knowledge (how to hold a book, turn the page, where to start reading, etc.) AND able to read independent level A text. RF.K.4, RL.K.10, RI.K.10	Demonstrate self-monitoring reading using strategies and skills to read text at an independent level F.
Writing – Creation of content (Communicator &	Practice the writing process by orally generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing matching storyboard to text <u>or</u> writing on one topic with correct sequence, with an incomplete sentence.	Demonstrate writing personal narratives containing matching storyboard to text and writing on one topic with correct sequence, with at least 1 complete sentence. W.K.3	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, clear problem, resolution, and correct sequence, with at least 3 complete sentences.
Writing - Conventions	Observe the use of conventions (capitalization, punctuation) in whole group writing activities.	Demonstrate some appropriate conventions (spacing, capitalization, and punctuation) and/or some appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with 1 incomplete sentence.	Demonstrate appropriate conventions (spacing, capitalization, punctuation) in writing and/or through editing, with 1 complete sentence. L.K.1, L.K.2	Demonstrate appropriate conventions (spacing, capitalization, and punctuation) and appropriate spelling (phonics and high-frequency words) in writing and through editing, with at least 3 complete sentences.

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T2	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate some listening or speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.	Demonstrate listening and speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas. SL.K.1, SL.K.2, L.K.5, L.K.6	Demonstrate listening and speaking skills using higher-level vocabulary when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies including question, connect, analyze.	Demonstrate progress towards comprehension by applying reading strategies (question, connect, analyze) and skills to sometimes understand text read aloud by the teacher.	Demonstrate comprehension by applying reading strategies (question, connect, analyze) and skills to understand text read aloud by the teacher. RL.K.3, RL.K.9, RI.K.3, RI.K.9	Demonstrate comprehension beyond expectations by applying reading strategies (question, connect, analyze) with above grade level text.
Critical Thinking	Participate in activities to identify symbols of the United States	Identifies symbols of the United States .	Describes the values represented by the symbols of the United States. NDSS C.K.2.4, NDSS H.K.2.2, RI.K.2, W.K.2	Demonstrate the understanding to identify many symbols of the United States sharing additional connections to the relationships of these symbols and historical events in our country.
Handwriting	Observes teacher modeling of formation of letters and practices pencil grasp .	Demonstrates some knowledge of the formation of letters using efficient pencil grasp on daily handwriting practice and writing samples.	Demonstrates appropriate formation of most letters using an efficient pencil grasp on daily handwriting practice and writing samples. L.K.1	Demonstrates fluent formation, size, and legibility on all written samples taken in the classroom.
Phonemic Awareness	Participate in group activities to recognize and produce rhyming words, segment and blends words, and identify syllables.	Orally demonstrates some understanding to recognize and produce rhyming words, segment and blend words, and identify syllables.	Orally demonstrate an understanding to recognize and produce rhyming words, segment and blend words, and identify syllables. RF.K.2	Generates and adapts new words by manipulation of letters and sounds.
Phonics	Engage in activities to identify letter sounds with books and in writing in the classroom.	Demonstrate skills to read and identify some letter sounds, and/or read and write some short vowel words (cat, sit, etc.).	Demonstrate skills to read and identify letter sounds and read and write short vowel words (cat, sit, etc.). RF.K.3	Demonstrate a broad range of word-attack skills to decode, and independently read, write, and apply phonics skills of multi-syllabic words.
Reading (Critical Thinker)	Participate in beginning reading skills and concepts about print work (how to hold a book, turn the page, where to start reading, etc.) with level A books.	Demonstrate beginning reading skills in guided reading through concepts about print knowledge and independently reads level A text.	Demonstrate reading using strategies and skills to read level B text independently. RF.K.4	Demonstrate self-monitoring reading using strategies and skills to read text at an independent level G or above.
Writing – Creation of content (Communicator & Creative)	Practice the writing process by orally generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing matching storyboard to text <u>or</u> writing on one topic with correct sequence, with at least 1 complete sentence.	Demonstrate writing personal narratives containing matching storyboard to text <u>and</u> writing on one topic with correct sequence, with at least 2 complete sentences. W.K.3	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, problem, resolution, and correct sequence, with at least 5 complete sentences.
Writing - Conventions	Observe the use of conventions (capitalization, punctuation) in whole group writing activities.	Demonstrate some appropriate conventions (capitalization, and punctuation) and/or some appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 1 complete sentence.	Demonstrate appropriate conventions (capitalization, punctuation) and appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 2 complete sentences. L.K.1, L.K.2	Demonstrate appropriate conventions (indenting, capitalization, and punctuation) and appropriate spelling (phonics and high-frequency words) in writing and through editing, with at least 5 complete sentences.

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T3	Novice 1	Approaching 2	Proficient 3	Advanced 4
Communication	Participate in listening and speaking activities in partners or whole group.	Demonstrate some listening or speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.	Demonstrate listening and speaking skills when working in partners or whole group by applying the knowledge of words and language to express ideas. SL.K.1, SL.K.2, L.K.5, L.K.6	Demonstrate listening and speaking skills using higher-level vocabulary when working in partners or whole group by applying the knowledge of words and language to express ideas as observed in classroom activities.
Comprehension (Critical Thinker)	Exposed to reading comprehension strategies including inference, analyze, summarize.	Demonstrate progress towards comprehension by applying reading strategies (inference, analyze, summarize) and skills to sometimes understand text read aloud by the teacher.	Demonstrate comprehension by applying reading strategies (inference, analyze, summarize) and skills to understand text read aloud by the teacher. RLK.1, RL.K.2, RI.K.1, RI.K.2	Demonstrate comprehension beyond expectations by applying reading strategies (inference, analyze, summarize) with above grade level text.
Critical Thinking	Participate in activities to identify a community helper.	Orally demonstrate skills to identify some community helpers in the community.	Orally demonstrate skills to identify community helpers in the community (at least 3 or more). NDSS C.K.2.3, NDSS E.K.2.4, RI.K.2, W.K.2	Demonstrate skills to identify community helpers in the community (at least 3 or more) sharing additional connections to the relationships of these community helpers and how our community functions.
Handwriting	Observe teacher modeling of formation of letters and practice pencil grasp .	Demonstrate knowledge of the formation of some letters using efficient pencil grasp on daily handwriting practice and writing samples.	Demonstrate appropriate formation and placement of letters using an efficient pencil grasp on daily handwriting practice and writing samples. L.K.1	Demonstrate fluent formation, placement, size, and legibility using correct pencil grasp on all written samples taken in the classroom.
Phonemic Awareness	Participate in group activities to recognize and produce rhyming words, segment and blends words, and identify syllables.	Orally demonstrate some understanding to recognize and produce rhyming words, segment and blend words, manipulate word parts, and identify syllables.	Orally demonstrate an understanding to recognize and produce rhyming words, segment and blend words, manipulate word parts, and identify syllables. RF.K.2	Generates and adapts new words by manipulation of letters and sounds.
Phonics	Engage in activities to identify letter sounds with books and in writing in the classroom.	Demonstrate skills to read and identify some letter sounds, and/or read and write some short vowel words (cat, sit, etc.).	Fluently Demonstrate skills to read and identify letter sounds and read and write short vowel words (cat, sit, etc.). RF.K.3	Demonstrate a broad range of word-attack skills to decode, and independently read, write, and apply phonics skills of multi-syllabic words.
Reading (Critical Thinker)	Demonstrate beginning reading skills using strategies to read independently up to level A on the BAS <u>and/or</u> in guided reading.	Demonstrate beginning reading skills in guided reading and independently reads level B text.	Demonstrate reading using strategies and skills to read level C text independently. RF.K.4	Demonstrate self-monitoring reading using strategies and skills to read text at an independent level I or above.
Writing – Creation of content (Communicator &)	Practice the writing process by orally generating an idea, or picture and/or writing some beginning sounds for words.	Demonstrate writing personal narratives containing details such as where, when, how, why, <u>and/or</u> matching storyboard to text <u>and/or</u> writing on one topic with correct sequence, with at least 2 complete sentences.	Demonstrate writing personal narratives containing details such as where, when, how, why, <u>and</u> matching storyboard to text <u>and</u> writing on one topic with correct sequence, with at least 3 complete sentences. W.K.3, W.K.1	Demonstrate writing personal narratives; showing organization and planning through storyboarding, and having a beginning, middle, and end with characters, setting, clear problem, resolution, and correct sequence, with at least 6 complete sentences.
Writing - Conventions	Observe the use of conventions (capitalization, punctuation) in whole group writing activities.	Demonstrate some appropriate conventions (capitalization, and punctuation) and/or some appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 2 complete sentences.	Demonstrate appropriate conventions (capitalization, punctuation) and appropriate spelling (phonics and high-frequency words) in writing and/or through editing, with at least 3 complete sentences. L.K.1, L.K.2	Demonstrate appropriate conventions (indenting, capitalization, and punctuation) and appropriate spelling (phonics and high-frequency words) in writing and through editing, with at least 6 complete sentences.