

## Kindergarten Performance Tasks

Report Card Section	Standard Assessed	Assessment of Mastery		
		MS	AS	IPS
<b>READING</b>				
<b>Recognition of letters and sounds</b>				
<b>Recognizes features of words spoken or printed</b> [Reading/Beginning Reading Skills/Print Awareness]	1(A) recognize that spoken words can be represented by print for communication;	Uses eyes and/or finger to effectively track words when reading.	Independently tracks written words with eyes during read-aloud.	Tracks written words with teacher support during read-alouds.
	1(B) identify upper- and lower-case letters;	Names all letters in random order.	Matches names to letters in order.	Matches letters with names with teacher assistance.
	1(C) demonstrate the one-to-one correspondence between a spoken word and a printed word in text;	Uses finger to point to a printed word when spoken.	Uses finger to point to a printed word when spoken within a familiar text.	Uses finger to point to a printed word when spoken with teacher assistance.
	1(D) recognize the difference between a letter and a printed word;	Recognizes the difference between a letter and a printed word 8 out of 10 times.	Recognizes the difference between a letter and a printed word 6 out of 10 times.	Recognizes the difference between a letter and a printed word with teacher assistance.
	1(E) recognize that sentences are comprised of words separated by spaces and demonstrate the awareness of word boundaries (e.g., through kinesthetic or tactile actions such as clapping and jumping);	With 100% accuracy, demonstrate awareness of word boundaries 4 out of 5 attempts.	With accuracy, demonstrate awareness of word boundaries 3 out of 5 attempts.	Demonstrate awareness of word boundaries with teacher assistance.
	1(F) hold a book right side up, turn its pages correctly, and know that reading moves from top to bottom and left to right; and	Follows words from left to right and from top to bottom on the printed page.	Holds the book correctly starting at the front and right side up.	Recognizes that a book can be read.
	1(G) identify different parts of a book (e.g., front and back covers, title page).	Identifies the front cover, back cover, and title page of a book.	Identifies the front cover and back cover of the book.	Identifies the front cover and back cover of the book with teacher assistance.
<b>Understands the sound structures of language</b> [Reading/Beginning Reading Skills/Phonological Awareness]	2(A) identify a sentence made up of a group of words;	With 100% accuracy, identifies the teacher selected sentence 4 out of 5 attempts.	With accuracy, identifies the teacher selected sentence 4 out of 5 attempts.	Identifies the teacher selected sentence with teacher assistance.
	2(B) identify syllables in spoken words;	Counts and claps out syllables accurately when given a word orally 4 out of 5 times.	Demonstrates understanding that some words have 1, 2, 3, or more syllables.	Claps and accurately counts number of syllables with teacher assistance.
	2(C) orally generate rhymes in response to spoken words (e.g., "What rhymes with hat?");	Identifies and produces rhyming words in response to an oral prompt.	Selects rhyming words when given example (Do cat and dog rhyme?).	Produces words that do not rhyme when asked to produce rhyming words.
	2(D) distinguish orally presented rhyming pairs of words from non-rhyming pairs;	Independently distinguish orally presented rhyming pairs of words from non-rhyming pairs.	Distinguish orally presented rhyming pairs of words from non-rhyming pairs 3 out of 5 times.	Distinguish orally presented rhyming pairs of words from non-rhyming pairs with teacher assistance.
	2(E) recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound (e.g., "baby boy bounces the ball");	Independently recognizes spoken alliteration or groups of words that begin with the same spoken onset or initial sound.	Recognizes spoken alliteration or groups of words that begin with the same spoken onset or initial sound 3 out of 5 times.	Recognizes spoken alliteration or groups of words that begin with the same spoken onset or initial sound with teacher assistance.
	2(F) blend spoken onsets and rhymes to form simple words (e.g., onset /c/ and rime /at/ make cat);	Independently blend spoken onsets and rhymes to form simple words.	Blend spoken onsets and rhymes to form simple words 3 out of 5 times.	Blend spoken onsets and rhymes to form simple words with teacher assistance.
	2(G) blend spoken phonemes to form one-syllable words (e.g., /m/.../a/.../n/	Independently blend spoken phonemes to	Blend spoken phonemes to form	Blend spoken phonemes to form

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	says man);	form one-syllable words.	one-syllable words 3 out of 5 times.	one-syllable words with teacher assistance.
	2(H) isolate the initial sound in one-syllable spoken words; and	Independently isolate the initial sound in one-syllable spoken words.	Isolate the initial sound in one-syllable spoken words 3 out of 5 times.	Blend spoken Independently isolate the initial sound in one-syllable spoken words with teacher assistance.
	2(I) segment spoken one-syllable words into two to three phonemes (e.g., dog: /d/ .../o/ .../g/).	Independently segment one-syllable words into two to three phonemes.	Segment one-syllable words into two to three phonemes 3 out of 5 times.	Segment one-syllable words into two to three phonemes with teacher assistance.
<b>Uses sounds and spelling patterns to decode written language</b>  [Reading/Beginning Reading Skills/Phonics]	3(A) identify the common sounds that letters represent;	Can identify common sounds that letters make 4 out of 5 times.	Can identify common sounds that letters make 3 out of 5 times	Can identify common sounds with teacher assistance.
	3(B) use knowledge of letter-sound relationships to decode regular words in text and independent of content (e.g., VC, CVC, CCVC, and CVCC words);	Can independently decode words in the VC, CVC, CCVC, and CVCC pattern 4 out of 5 times.	Can decode words in the VC, CVC, CCVC, and CVCC pattern 3 out of 5 times.	Can decode words in the VC, CVC, CCVC, and CVCC pattern with teacher assistance.
	3(C) recognize that new words are created when letters are changed, added, or deleted; and	Can independently make different words with word families 4 out of 5 times.	Can make different words with word families 3 out of 5 times.	Can make different words with word families with teacher assistance.
	3(D) identify and read at least 25 high-frequency words from a commonly used list.	Reads high frequency words off a given list with automaticity.	Reads sight words from a list using decoding skills.	Identifies high frequency words with teacher assistance.
Recognizes high frequency words	Fry's High Frequency Words			
<b>Comprehends a variety of text drawing on useful strategies as needed</b>  [Reading/Beginning Reading Skills/Strategies]	4(A) predict what might happen next in text based on the cover, title, and illustrations; and	Make predictions that are consistent with text or background knowledge.	Attempts a prediction inaccurate or unsubstantiated with the text.	Does not attempt a prediction.
	4(B) ask and respond to questions about texts read aloud.	Student asks appropriate questions about text being read aloud.	Maintains focus on text being read aloud and responds on topic when asked a question.	Understands parts of text being read aloud by maintaining focus with support and reminders
Reads on target level	DRA2 Reading Level			
<b>Determines meaning of new words</b>  [Reading/Vocabulary Development]	5(A) identify and use words that name actions, directions, positions, sequences, and locations;	Independently identify and use words that name actions, directions, positions, sequences, and location.	Identify words that name actions, directions, positions, sequences, and location.	Identify words that name actions, directions, positions, sequences, and location with teacher assistance.
	5(B) recognize that compound words are made up of shorter words;	Recognizes that compound words are made up of shorter words 8 out of 10 times.	Recognizes that compound words are made up of shorter words 6 out of 10 times.	Recognizes that compound words are made up of shorter words with teacher assistance.
	5(C) identify and sort pictures of objects into conceptual categories (e.g., colors, shapes, textures); and	Independently identify and sort object words into conceptual categories.	Sort object words into conceptual categories when given the categories.	Does not attempt to sort words.
	5(D) use a picture dictionary to find words.	Independently use a picture dictionary to find words.	Use a picture dictionary to find words with teacher assistance.	Does not attempt to use a dictionary to find words.
<b>Explain features of literary text (heard or read)</b>	THEME AND GENRE 6(A) identify elements of a story including setting, character, and key events;	Independently identify elements of a story including: setting, character, and key	Identify some elements of a story including: setting, character, and/or key	Identify some elements of a story including: setting, character, and/or key events with

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		events.	events.	teacher assistance.
	THEME AND GENRE 6(B) discuss the big idea (theme) of a well-known folktale or fable and connect it to personal experience;	Discuss the big idea in a well-known story or fable and make meaningful connections to personal experience.	Discuss the big idea in a well-known story or fable and make basic connections to personal experience.	Discuss the big idea in a well-known story or fable and make limited connections to personal experience..
	THEME AND GENRE 6(C) recognize sensory details; and	Independently recognize sensory details 4 out of 5 times	Recognize sensory details 3 out of 5 times.	Recognize sensory details with teacher assistance.
	THEME AND GENRE 6(D) recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures.	Independently recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures 4 out of 5 times.	Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures 3 out of 5 times.	Identify phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures with teacher assistance.
	POETRY 7(A) respond to rhythm and rhyme in poetry through identifying a regular beat and similarities in word sounds.	Independently respond to and use rhythm, rhyme, and alliteration in poetry.	Respond to poetry using 2 out of the 3 elements.	Responds to poetry with teacher assistance.
	FICTION 8(A) retell a main event from a story read aloud; and	Comprehends and describes the beginning, middle, or end of a main event.	Identifies the basic facts and ideas in what they have read, heard, or viewed.	Recalls/retells basic concepts of a main event with teacher assistance.
	FICTION 8(B) describe characters in a story and the reasons for their actions.	Describes characters in a story and the reasons for their actions.	Describes characters in a story and his/her actions.	Identifies characters in a story.
<b>Explain features of Informational texts (heard or read)</b>	CULTURE AND HISTORY 9(A) identify the topic of an informational text heard.	Independently identify the topic of an informational text heard.	Attempts to identify the topic of an informational text heard.	Identify the topic of an informational text heard. with teacher assistance.
	EXPOSITORY 10(A) identify the topic and details in expository text heard or read, referring to the words and/or illustrations;	Independently restate the main idea.	Attempts to independently restate the main idea.	Restate the main idea with teacher assistance.
	EXPOSITORY 10(B) retell important facts in a text, heard or read;	Independently identify important facts or details in text.	Attempts to identify facts or details in text.	Identify facts or details in text with teacher assistance.
	EXPOSITORY 10(C) discuss the ways authors group information in text; and	Independently discuss ways authors' group information in text.	Discusses one or two ways authors' group information in text.	Identifies ways authors' group text with teacher support.
	EXPOSITORY 10(D) use titles and illustrations to make predictions about text.	Independently use a variety of text features to locate specific information in text.	Use at least two different text features to locate information in text.	Use text features to locate information in text with teacher assistance.
	PROCEDURAL 11(A) follow pictorial directions (e.g., recipes, science experiments); and	Independently follow pictorial directions.	Attempts to follow pictorial directions.	Follow pictorial directions with teacher assistance.
	PROCEDURAL 11(B) identify the meaning of specific signs (e.g., traffic signs, warning signs).	Independently explain the meaning of specific signs and symbols 4 out of 5 times.	Explain the meaning of specific signs and symbols 3 out of 5 times.	Explain the meaning of specific signs and symbols with teacher assistance.
<b>Knows when and how to apply a flexible range of reading strategies</b>	Fig 19 (A) discuss the purposes for reading and listening to various texts;	Independently identify and discuss the purposes for reading and listening to various texts.	Discuss one or two purposes for reading and listening to various texts.	Discuss purposes for reading and listening to various texts with teacher assistance.

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	Fig19 (B) ask and respond to questions about text;	Asks questions relevant to the story; can answer questions	Asks questions about the story; may confuse questions/statements	Does not ask questions
	Fig19 (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud);	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Has text difficulties, no need to solve the problem	No awareness of text difficulties
	Fig19 (D) make inferences based on the cover, title, illustrations, and plot;	Draws conclusions and make predictions that are consistent with text or background knowledge.	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text.	Does not attempt a prediction or conclusion
	Fig19 (E) retell or act out important events in stories; and	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Inaccurately attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Random guessing
	Fig19 (F) make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.	Relates background knowledge/experience to text	Talks about what text reminds them of, but cannot explain or relate clearly to the text	Does not make connections with the text

### WRITING

<b>Use elements of writing process to compose texts (with adult assistance)</b>	13(A) plan a first draft by generating ideas for writing through class discussion (with adult assistance).	Detailed evidence shows time spent generating ideas and brainstorming (use of graphic organizers).	Some evidence that shows time spent generating ideas and brainstorming.	Little to no time spent generating ideas and brainstorming.
	13(B) develop drafts by sequencing the action or details in the story (with adult assistance);	Develop drafts by organizing and sequencing details of the story when writing.	Some evidence shown of organization and sequencing details of the story when writing.	Little to no evidence shown of organization and sequencing details of the story when writing.
	13(C) revise drafts by adding details or sentences;	Revise drafts by adding details or sentences.	Attempts to revise drafts by adding details or sentences.	Little to no time spent revising by adding details or sentences.
	13(D) edit drafts by leaving spaces between letters and words (with adult assistance); and	Edits drafts by leaving spaces between letters and words with adult assistance.	Attempts to edit drafts by leaving spaces between letters and words with adult assistance.	Little to no time spent editing drafts by leaving spaces between letters.
	13(E) share writing with others (with adult assistance).	Shares writing with others with adult assistance.	Attempts to share writing with others with adult assistance.	No effort is made to share writing with others.
<b>Dictates or writes literary text to tell a story</b>	14(A) dictate or write sentences to tell a story and put the sentences in chronological sequence	Independently writes sentences to tell a story in a chronological sequence.	Writes sentences, with some assistance, to tell a story. May have some errors with the chronological sequence.	Dictates sentences to tell a story with some errors with the chronological sequence.
	14(B) write short poems.	Independently writes short poems.	Attempts to write short poems with teacher assistance.	No effort is made to write short poems.

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<b>Dictate or writes expository text</b>	15(A) dictate or write information for lists, captions, or invitations.	Independently write information for lists, captions, or invitations.	Attempts to write (may dictate) information for lists, captions, or invitations.	Dictates information for lists, captions, or invitations with teacher assistance.
<b>Understands and uses correct functions of grammar when speaking and writing</b> [Conventions]	16(A) understand and use the following parts of speech in the context of reading, writing, and speaking (with adult assistance): past and future tense; nouns (singular/plural); descriptive words; prepositions (in, on, under, over); pronouns (I, me);	Correctly uses past and future tense; nouns; descriptive words; prepositions; pronouns in the context of reading, writing, and speaking (with adult assistance).	Identifies past and future tense; nouns; descriptive words; prepositions; pronouns in the context of reading, writing, and speaking (with adult assistance).	Understands past and future tense; nouns; descriptive words; prepositions; pronouns in the context of reading, writing, and speaking (with adult assistance).
	16(B) speak in complete sentences to communicate; and	Speaks in complete sentences.	Speaks mostly in complete sentences with adult assistance.	Speaks in phrases.
	16(C) use complete simple sentences.	Independently writes complete thoughts by writing words correctly.	Write complete simple sentences.	Attempts to write complete sentences with teacher assistance.
<b>Writes legibly and uses appropriate capitalization and punctuation</b> [Handwriting, Capitalization, Punctuation]	17(A) form upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom progression);	Writes uppercase and lowercase letter of the alphabet independently by moving from left to right and top to bottom, attending to the form and proper spacing of the letters.	Writes uppercase and lowercase letter of the alphabet independently without attending to correct form.	Writes letters in correct letter formation with teacher assistance.
	17(B) capitalize the first letter in a sentence; and	Independently capitalize the first letter in a sentence 4 out of 5 times.	Independently capitalize the first letter in a sentence 3 out of 5 times.	Independently capitalize the first letter in a sentence with teacher assistance.
	17(C) use punctuation at the end of a sentence.	Independently use punctuation at the end of a sentence 4 out of 5 times	Use punctuation at the end of a sentence 3 out of 5 times	Use punctuation at the end of a sentence with teacher assistance.
<b>Use sounds and patterns to approximate spelling</b>	18(A) use phonological knowledge to match sounds to letters;	Identifies consonants, short and long vowels in words and sentences.	Matches all sounds to appropriate letters.	Reads/recognizes consonants and vowel sounds with teacher assistance.
	18(B) use letter-sound correspondences to spell (CVC) words (e.g., cut);	Spells independently by using, sounds of the alphabet, and knowledge of letter names.	Spells phonetically with teacher assistance.	Writes random letters for words with no sound/letter correlation.
	18(C) write one's own name.	Writes first and last name with correct conventions (capitalizes, spaces between words...)	Writes first name (may be all in caps or not correctly formed at this point).	Writes beginning letters included in first name.