Kindergarten Performance Levels

These may be assessed by teacher observation, oral or written responses , manipulatives and any curriculum based materials.

Math

Counts to 100 by ones

A   120+

P   100 with no errors

B   30-99

BB   10-29

Counts to 100 by tens

A   150

P   100

B   100 with 2 or less errors

BB   100 with 3 or more errors

Writes numbers from 0-20

A   21+

P   1-20 no errors, reversals allowable, not in digital order

B   1-19

BB   less than 11

Identifies numbers from 0-20

A   21+

P   1-20 no errors, reversals allowable, not in digital order

B   1-19

BB   less than 11

Understands one to one correspondence

A   Understands the concept of one more or one less.

P   Understands one-to-one correspondence without guidance.

B   Able to demonstrate, but with guidance.

BB   Unable to demonstrate concept at all, with guidance.

Compares quantities 1-10 (greater than, less than, equal)

A   Compare quantities 1-10, identifying how many more or less

P   Compares quantities 1-10

B   Compares quantities 1-10 inconsistently

BB   Unable to compare quantities

Compares 2 objects by measurable attributes (weight, length, or capacity)

A   Compares attributes of 2 objects and describes the differences

P   Compares attributes of 2 objects

B   Compares attributes of 2 objects inconsistently

BB   Unable to compare objects

Demonstrates concepts of addition

A   Able to add sums greater than 6

P   Able to add sums to 6

B   Able to add sums to 6 inconsistently

BB   No understanding

Demonstrates concepts of subtraction

A   Able to find differences greater than 6

P   Able to find differences up to 6

B   Able to find differences inconsistently

BB   No understanding

Sorts objects into categories

A   Sort objects into categories by more than one attribute

P   Sorts objects into categories size, shape AND color

B   Sorts objects into categories by size, shape OR color

BB   Can't sort objects into categories

Identifies 2D Shapes

A   Identify 8 basic shapes+

P   Identify triangle, circle, square, rectangle, oval, heart, star and diamond

B   Identify 6-7 basic shapes

BB   Identify 0-5 basic shapes

Identifies 3D Shapes

A   Identifies cube, sphere, cone, cylinder, rectangular prism, pyramid

P   Identifies cube, sphere, cone, cylinder

B   Identify 2-3 basic solids

BB   Identify 0-1 basic solids

Language Arts

Identifies key ideas and details of a story

A   Main Idea + 3 details without prompting

P   Main Idea + 3 details with prompting and support

B   On topic, 1-2 details with prompting

BB   Off topic with prompting

Listens and responds to common types of text

A   Draws or verbalizes the main idea and some details

P   Draws or verbalizes the main idea

B   Draws or verbalizes only minor details

BB   Draws or verbalizes unrelated ideas

Participates in discussions

A   Responds appropriately and can extend knowledge

P   Volunteers regularly and responds appropriately

B   Responds appropriately with teacher prompting

BB   Does not respond or is off topic

Identifies similarities and differences

A   Identifies more than 1 similarity and more than 1 difference

P   Identifies 1 similarity and 1 difference

B   Identifies 1 similarity or 1 difference

BB   Cannot identify similarities or differences

Demonstrates understanding of the organization and basic features of print

A   Can do a cold read, demonstrating left to right, top to bottom, page to page, concepts of print

P   Demonstrates left to right, top to bottom, page to page concepts of print

B   Demonstrates 2-3 of the following: left to right, top to bottom,, page to page, concepts of print

BB   Does not demonstrate any of the following: left to right, top to bottom, page to page, concepts of print

Names all introduced upper case letters of the alphabet

A   Knows all 26 upper case letters

P   Knows 100% of introduced upper case letters

B   Knows 80% or above of introduced upper case letters

BB   Knows less than 80% of introduced upper case letters

Names all introduced lower case letters of the alphabet

A   Knows all 26 lower case letters

P   Knows 100% of introduced lower case letters

B   Knows 80% or above of introduced lower case letters

BB   Knows less than 80% of introduced lower case letters

Understands rhyming

A   Can verbally produce *more than 4 sets of* rhyming words

P   Can recognize and produce at *least 3 sets of rhyming words*

B   Can recognize or produce rhyming words, but cannot do both

BB   Cannot recognize or produce rhyming words

Understands syllables

A   Can break words into *syllables, put together syllables, count and omit syllables*

P   Can break words into *syllables, put together syllables and count syllables(unable to omit)*

B   Can put syllables together *(unable to break apart, count or omit syllables)*

BB   Cannot put syllables together, *break apart, count or omit syllables*

Understands beginning, middle and ending sounds

A   Able to identify more than 3 sounds

P   Able to identify all 3 sounds

B   Able to identify less than 3 sounds

BB   Unable to identify *any of the* sounds

Knows letter sounds introduced

A   Knows all additional sounds (not introduced)

P   Knows all sounds that have been introduced

B   Knows 80% or above sounds that have been introduced

BB   Knows fewer than 80% of sounds that have been introduced

Knows high-frequency words introduced

A   Knows all high-frequency words

P   Knows all high-frequency words introduced

B   Knows 80% of high-frequency words introduced

BB   Knows less than 80% of high-frequency words introduced

Reads emergent-reader texts with fluency

A   Reads emergent reader texts with fluency and expression

P   Reads emergent-reader texts with fluency

B   Reads emergent-reader texts with some fluency

BB   Reads emergent reader texts with no fluency

Dictates/writes, draws to a specific topic

A   Drawing and *writing* more than one sentence on topic

P   Drawing and writing *one sentence that is on topic*

B   Drawing and *sentence* fragment on topic

BB   Off topic

Applies phonics skills in writing

A   Words are spelled correctly (ex. ball, gate)

P   Words are written phonetically correct, ex. bal, gat

B   Words are written with correct beginning sound and some correct sounds, ex. gl, gt

BB   Incorrect sound/spelling, off topic, ex. q, z

Prints legibly

A   N/A

P   Is legible

B   N/A

BB   Is not legible

Uses appropriate spacing and size

A   Uses appropriate size and spacing within lines without prompting

P   Uses appropriate size and spacing within lines with teacher prompts

B   Able to form letters but spacing and/or size is inconsistent

BB   Unable to form all letters

Asks and answers questions to further understanding

A   Is able to ask and answer more than 1 question to further understanding

P   Is able to ask and answer questions to further understanding

B   Is able to ask or answer questions to further understanding

BB   Is not able to ask or answer questions to further understanding

Speaks audibly and expresses thoughts, feelings, and ideas clearly

A   Expresses in depth details clearly and audibly without any prompting

P   Appropriately expresses thoughts, feelings, and ideas clearly and audibly without any prompting

B   Expresses thoughts, feelings or ideas clearly and audibly with some prompts

BB   Unable to express 2 or less thoughts, feelings, and ideas clearly and audibly and unable to remain on topic

Understands sentence structure

A   Understands sentence structure using all print concepts (capitalization, punctuation, spelling and writing)

P   Understands sentence structure using 2 of the print concepts (capitalization, punctuation, spelling and writing)

B   Understands sentence structure using 1 of the print concepts (capitalization, punctuation, spelling and writing)

BB   Doesn't understand sentence structure

Understands robust vocabulary

A   Can say sentences using robust vocabulary

P   Can define robust vocabulary with prompting

B   Given choices can choose correct meaning of robust vocabulary

BB   Cannot define or use robust vocabulary