

# PARENT GUIDE

## Kindergarten Benchmarks and Rubrics for Reporting Student Progress



2024-2025

## Kindergarten Benchmarks and Rubrics for Reporting Progress 2024-2025

The Florida B.E.S.T. Standards for English Language Arts and Mathematics below are reported to families on the Kindergarten Report Card. Consideration was given to the benchmarks that are most critical to success in first grade. Many of the selected benchmarks encompass mastery of other skills; therefore, not all benchmarks will be individually reported.

Language Arts	Mathematics
<ul style="list-style-type: none"> <li>• Print concepts (ELA.K.F.1.1)</li> <li>• Letter names (ELA.K.F.1.1)</li> <li>• Phonological awareness – Working with spoken words (ELA.K.F.1.2)</li> <li>• Letter sounds (ELA.K.F.1.3)</li> <li>• High frequency words (ELA.K.F.1.4)</li> <li>• Retell stories - Literature (ELA.K.R.3.2.a, ELA.K.R.1.1, ELA.K12.EE.2.1)</li> <li>• Retell topic/details – Informational text (ELA.K.R.3.2.b, ELA.K.R.2.2, ELA.K12.EE.2.1)</li> <li>• Draw, dictate, and write texts (ELA.K.C.1.1, ELA.K.C.1.2, ELA.K.C.1.3, ELA.K.C.1.4)</li> <li>• Collaborative conversations (ELA.K.C.2.1, ELA.K12.EE.4.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Count, write, and state up to 20 objects (MA.K.NSO.1.1)</li> <li>• Locate, order, and compare Numbers 0-20 (MA.K.NSO.1.4, MA.K.NSO.2.3)</li> <li>• Count forward and backward (MA.K.NSO.2.1)</li> <li>• Add and subtract numbers 0-10 (MA.K.NSO.3.2)</li> <li>• Solve addition and subtraction real-world problems (MA.K.AR.1.3)</li> <li>• Measure length, volume, or weight (MA.K.M.1.1)</li> <li>• Identify two- and three-dimensional shapes (MA.K.GR.1.1)</li> <li>• Collect, sort, count objects and report results (MA.K.DP.1.1)</li> </ul>

The Florida B.E.S.T. Standards for English Language Arts and Mathematics are written with the skills and knowledge required of students by the **end of the school year**. Teachers will use a rubric to determine how students are progressing toward mastery of the benchmarks. Since the benchmarks are end of the year expectations, families should expect to see students’ performance levels grow across the year from a score of 1 to a score of 3 or 4 by the end of the year. Below is a list of the performance levels that are used on the report card. Scores for each benchmark are entered in Focus.

### Definitions of performance levels that are used on the report card:

<b>4</b>	The student has an <b>advanced</b> understanding and <b>exceeds</b> <i>end of year</i> , grade level benchmark mastery. A student receiving a 4 shows self-motivation and demonstrates this advanced knowledge at school.
<b>3*</b>	The student demonstrates <b>mastery</b> on <i>end of year</i> , grade level benchmark. A student receiving a 3 shows solid knowledge and has proficient understanding of concepts and skills.
<b>2</b>	The student is <b>approaching</b> <i>end of year</i> , grade level benchmark mastery. A student receiving a 2 understands basic skills and concepts but is not yet independent. The student is applying concepts and skills with increasing success.
<b>1</b>	The student is <b>beginning</b> progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving a 1 benefits from additional support when a Level 1 is NOT the expectation for the quarter.
<b>L</b>	The student has <b>limited</b> progress towards <i>end of year</i> , grade level benchmark mastery. A student receiving an L benefits from additional support.
<b>Z</b>	The benchmark is not assessed during this quarter.

*\*The 3 is the grade level expectation and is what all students should meet by the end of the year.*

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
<b>Print Concepts</b>  Quarters 1,2,3,4	Demonstrates an understanding of <b>0-1 of the following:</b> · Left to right · Top to bottom (return sweep) · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence	Demonstrates understanding of <b>2 of the following:</b> · Left to right · Top to bottom (return sweep) · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence  <b>Q1 expectation</b>	Demonstrates understanding of <b>3 of the following:</b> · Left to right · Top to bottom (return sweep) · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence  <b>Q2 expectation</b>	Demonstrates understanding of <b>ALL of the following:</b> · Left to right · Top to bottom (return sweep) · Voice-print match · Locate a printed word on a page · Distinguish letters from words within a sentence  <b>Q3/Q4 expectation</b>	Applies an understanding of <b>ALL</b> of the following <b>in a variety of texts</b> (e.g., books, charts, etc.): · Left to right · Top to bottom (return sweep) · Locate a printed word on a page · Distinguish letters from words within a sentence	
<b>Letter Names</b> Quarters 1,2,3,4	Identifies <b>less than 40</b> letters of the alphabet fluently	Identifies <b>40-45</b> letters of the alphabet fluently  <b>Q1 expectation</b>	Identifies <b>46-50</b> letters of the alphabet fluently  <b>Q2 expectation</b>	Identifies <b>ALL</b> letters of the alphabet fluently  <b>Q3/Q4 expectation</b>	Identifies and writes <b>ALL letters</b> of the alphabet <b>fluently (52)</b>	
<b>Phonological Awareness (working with spoken words)</b>  Quarters 1,2,3,4	Demonstrates understanding of <b>0-1 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds · Blend and segment sounds	Demonstrates understanding of <b>2 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds · Blend and segment sounds  <b>Q1 expectation</b>	Demonstrates understanding of <b>3-4 of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds · Blend and segment sounds  <b>Q2 expectation</b>	Demonstrates understanding of <b>ALL of the following:</b> · Recognizes and produces rhyming words · Identifies syllables · Identifies onset & rime · Identifies initial, medial, and final sounds · Blend and segment sounds  <b>Q3/Q4 expectation</b>	Demonstrates understanding of <b>ALL</b> of the previous skills <b>AND</b> able to segment single syllable words with blends	
<b>Letter Sounds</b>  Quarters 2,3,4	· Identifies <b>12 or less</b> sounds fluently <b>AND/OR</b> · Reads consonant-vowel- consonant words	· Identifies <b>13-19</b> sounds fluently <b>AND</b> · Reads consonant-vowel- consonant words  <b>Q2 expectation</b>	· Identifies <b>20-26</b> sounds fluently <b>AND</b> · Reads consonant-vowel- consonant words  <b>Q3 expectation</b>	· Identifies <b>ALL</b> sounds (including long/short vowel sounds) <b>AND</b> · Read consonant-vowel- consonant words  <b>Q4 expectation</b>	· Identifies <b>ALL</b> sounds (long/short vowel sounds <b>AND</b> consonant digraphs) <b>fluently AND</b> · Read consonant-vowel- consonant words	

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<b>High Frequency Words</b>  Quarters 2,3,4	Reads <b>10 or less</b> high frequency words by sight	Reads between <b>11 to 20</b> high frequency words by sight  <b>Q2 expectation</b>	Reads between <b>21 to 49</b> high frequency words by sight  <b>Q3 expectation</b>	Reads <b>50 to 61</b> high frequency words by sight  <b>Q4 expectation</b>	Reads <b>62 or more</b> high frequency words by sight <b>AND</b> writes <b>at least 20</b> of the words without support	
<b>Retell Stories-Literature</b>  Quarters 1,2,3,4	Describing the main character, setting, or important events requires excessive and continuous prompting <b>AND</b> unable to retell any part of the story even with prompting and support	Describes the main character(s), setting <b>OR</b> important events from <b>1</b> part of a familiar story: · Beginning · Middle · End  <b>Q1 expectation</b>	Describes the main character(s), setting <b>AND/OR</b> important events from <b>2</b> parts of a familiar story: · Beginning · Middle · End  <b>Q2 expectation</b>	Includes main character(s), setting, <b>AND</b> important events from the beginning, middle, and end when retelling a story (may not be in sequential order).  <b>Q3/4 expectation</b>	Retells familiar stories including main character(s), setting, and important events from the beginning, middle, and end <b>in sequential order.</b>	
<b>Retell Topic/Details-Information Text</b>  Quarters 2, 3, 4	Identifying topic and details in a text requires excessive and continuous prompting <b>AND</b> unable to retell any key details even with prompting and support	Retells informational text including <b>1</b> of the following: · Identifies the topic · Identifies a detail(s) from <b>one section</b> of the text  <b>Q2 expectation</b>	Retells informational text including <b>ALL</b> of the following: · Identifies the topic · Identifies multiple details from <b>one section</b> of the text  <b>Q3 expectation</b>	Retells informational text including <b>ALL</b> of the following: · Identifies the topic · Identifies multiple details from <b>multiple sections</b> of the text  <b>Q4 expectation</b>	Retells more than one informational text on the same topic including <b>ALL</b> of the following: · Identifies the topic · Identifies multiple details from <b>both</b> texts	
<b>Draw, Dictate, and Write Texts</b>  Quarters 1,2,3,4	Uses a combination of any of the following to convey thoughts: · Scribbling · Drawing · Mock Letters	Demonstrates the following: · Uses drawings, dictating, and random strings of letters to convey thoughts · Uses some structure of the genre  <b>Q1 expectation</b>	Demonstrates the following: · Uses drawings and dictating to convey thoughts · Uses labels with most sounds represented phonetically · Uses some structure of the genre  <b>Q2 expectation</b>	Demonstrates to following: · Uses drawings to help convey thoughts · Uses sentences that can be read by an educator · Prints both upper and lower case · Uses structure of the genre  <b>Q3/4 expectation</b>	Demonstrates the following: · Uses drawings to help convey thoughts · Uses sentences that can be read by an educator · Uses structure of the genre <b>AND</b> · Adds details to elaborate · Provides a sense of closure	

Benchmark	<b>L</b> Limited Progress Toward Benchmark Mastery	<b>1</b> Beginning Progress Toward Benchmark Mastery	<b>2</b> Approaching Benchmark Mastery	<b>3</b> Benchmark Mastery	<b>4</b> Exceeds the Benchmark	Performance Level Notes
<b>Collaborative Conversations</b>  Quarters 1,2,3,4	Not yet participating in collaborative conversations	Participates in conversations with diverse partners about topics and texts by demonstrating <b>1 of the following:</b> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges  <b>Q1 expectation</b>	Participates in conversations with diverse partners about topics and texts by demonstrating <b>2 of the following:</b> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges  <b>Q2 expectation</b>	Participates in conversations with diverse partners about topics and texts by demonstrating <b>ALL of the following:</b> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges  <b>Q3/Q4 expectation</b>	Participates in conversations with diverse partners about topics and texts by demonstrating <b>ALL of the following:</b> ·Conversations with peers and adults in small and larger groups ·Follows agreed upon rules,taking turns, and listening to others ·Continues a conversation through multiple exchanges <b>AND</b> ·Applies skills in other content areas	

Benchmark	L Limited Progress Toward Benchmark Mastery	1 Beginning Progress Toward Benchmark Mastery	2 Approaching Benchmark Mastery	3 Benchmark Mastery	4 Exceeds the Benchmark	Performance Level Notes
<b>Count, Write, and State up to 20 Objects</b>  Quarters 1,2,3,4	Not yet able to count, write, or state a group of objects 0-5	<ul style="list-style-type: none"> <li>Counts groups of objects <b>0-5</b> (may be some errors in one-to-one correspondence)</li> <li>Writes numeral to represent the set <b>0-5</b> (may have some reversals)</li> <li>States the number of objects <b>0-5</b> in a rearrangement of group without counting</li> </ul> <p style="text-align: center;">Q1 expectation</p>	<ul style="list-style-type: none"> <li>Counts groups of objects <b>0-10</b> (may be some errors in one-to-one correspondence)</li> <li>Writes numeral to represent the set <b>0-10</b> (may have some reversals)</li> <li>States the number of objects <b>0-10</b> in a rearrangement of group without counting</li> </ul> <p style="text-align: center;">Q2 expectation</p>	<ul style="list-style-type: none"> <li>Counts groups of objects <b>0-20</b></li> <li>Writes numeral to represent the set <b>0-20</b></li> <li>States the number of objects <b>0-20</b> in a rearrangement of group without counting</li> </ul> <p style="text-align: center;">Q3/Q4 expectation</p>	<ul style="list-style-type: none"> <li>Counts groups of objects <b>beyond 20</b></li> <li>Writes numeral to represent the set of numbers <b>beyond 20</b></li> <li>States the number of objects <b>beyond 20</b> in a rearrangement of group without counting</li> </ul>	
<b>Locate, Order, and Compare Numbers 0-20</b>  Quarters 1,2,3,4	Not yet able to locate, order, and compare objects and numbers 0-5	<ul style="list-style-type: none"> <li>Compares group of objects <b>0-5</b></li> <li>Identifies <b>1 of the following</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> </ul> <p style="text-align: center;">Q1 expectation</p>	<ul style="list-style-type: none"> <li>Compares group of objects <b>0-10</b></li> <li>Identifies <b>2 of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> <li>Locates <b>AND</b> compares numbers 0-10 on the number line using <b>2 of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> </ul> <p style="text-align: center;">Q2 expectation</p>	<ul style="list-style-type: none"> <li>Compares group of objects <b>0-20</b></li> <li>Identifies <b>ALL of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> <li>Locates, compares, <b>AND</b> orders numbers <b>0-20</b> on the number line using <b>ALL of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> </ul> <p style="text-align: center;">Q3/Q4 expectation</p>	<ul style="list-style-type: none"> <li>Compares group of objects <b>beyond 20</b></li> <li>Identifies <b>ALL of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> <li>Locates, compares, <b>AND</b> orders numbers <b>beyond 20</b> on the number line using <b>ALL of the following terms</b>:               <ul style="list-style-type: none"> <li>greater than</li> <li>less than</li> <li>equal to</li> </ul> </li> </ul>	
<b>Count Forward and Backward</b>  Quarters 2,3,4	<ul style="list-style-type: none"> <li>Not yet able to recite number names to 100 by ones <b>AND</b></li> <li>Not yet able to count forward from a number other than 1</li> </ul>	<ul style="list-style-type: none"> <li>Recites number names to <b>10 by ones</b></li> <li>Starting at a given number, count forward <b>within 10</b></li> </ul>	<ul style="list-style-type: none"> <li>Recites number names to <b>20 by ones</b></li> <li>Starting at a given number, count <b>forward within 20</b></li> <li>Starting at a given number, count <b>backward within 10</b></li> </ul> <p style="text-align: center;">Q2 expectation</p>	<ul style="list-style-type: none"> <li>Recites number names to <b>100 by ones</b></li> <li>Recite number names to <b>100 by tens</b></li> <li>Starting at a given number, count <b>forward within 100</b></li> <li>Starting at a given number, count <b>backward within 20</b></li> </ul> <p style="text-align: center;">Q3/Q4 expectation</p>	<ul style="list-style-type: none"> <li>Recites number names to <b>beyond 100 by ones</b></li> <li>Recite number names to <b>beyond 100 by tens</b></li> <li>Starting at a given number, count <b>forward beyond 100</b></li> <li>Starting at a given number, count <b>backward within numbers beyond 20</b></li> </ul>	

<b>Benchmark</b>	<b>L</b> Limited Progress Toward Benchmark Mastery	<b>1</b> Beginning Progress Toward Benchmark Mastery	<b>2</b> Approaching Benchmark Mastery	<b>3</b> Benchmark Mastery	<b>4</b> Exceeds the Benchmark	<b>Performance Level Notes</b>
<p><b>Add and Subtract Numbers from 0-10</b></p> <p>Quarters 2,3,4</p>	With support, not yet able to add or subtract numbers with sums <b>OR</b> differences 0-5	With support*, adds numbers with sums from <b>0-5</b>	<ul style="list-style-type: none"> <li>Adds numbers with <b>sums from 0-5</b> using any method</li> <li>Subtracts numbers with <b>differences from 0-5</b> using any method</li> </ul> <p><b>Q2 expectation</b></p>	<ul style="list-style-type: none"> <li>Adds numbers with <b>sums from 0-10</b> using any method</li> <li>Subtracts numbers with <b>differences from 0-10</b> using any method</li> </ul> <p><b>Q3/Q4 expectation</b></p>	<ul style="list-style-type: none"> <li>Adds numbers with <b>sums from 0-10</b> using any method <b>AND</b> is able to justify how they know</li> <li>Subtracts numbers with <b>differences from 0-10</b> using any method <b>AND</b></li> <li>Is able to justify how they know</li> </ul>	
<p><b>Solve Addition and Subtraction Real-World Problems</b></p> <p>Quarters 3,4</p>	With support, not yet able to use objects to solve addition <b>OR</b> subtraction real-world problems	With support, solves addition <b>OR</b> subtraction real-world problems using objects or drawings	Solves addition <b>OR</b> subtraction real-world problems using objects, drawings, or equations	Solves addition <b>AND</b> subtraction real-world problems using objects, drawings, or equations	<ul style="list-style-type: none"> <li>Solves addition <b>AND</b> subtraction real-world problems using objects, drawings, or equations <b>AND</b></li> <li>Is able to justify how they know</li> </ul>	
<p><b>Measure Length, Volume or Weight</b></p> <p>Quarters 4</p>	With support, not yet able to identify an attribute of an object that can be measured such as length, volume, or weight	Identifies an attribute of an object that can be measured such as length, volume, or weight, (terms: shorter, longer, heavy, light, etc.) however, is incorrect	With support, identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.)	Identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.)	<ul style="list-style-type: none"> <li>Identifies the attributes of an object that can be measured such as length, volume, or weight (terms: shorter, longer, heavy, light, etc.) <b>AND</b></li> <li>Is able to justify how they know</li> </ul>	

Benchmark	<b>L</b> Limited Progress Toward Benchmark Mastery	<b>1</b> Beginning Progress Toward Benchmark Mastery	<b>2</b> Approaching Benchmark Mastery	<b>3</b> Benchmark Mastery	<b>4</b> Exceeds the Benchmark	Performance Level Notes
<b>Identify Two- and Three- Dimensional Shapes</b>  Quarters 1,2,3,4	With support, not yet able to identify two-dimensional figures regardless of their size or orientation	<ul style="list-style-type: none"> <li>Identifies <b>2 two-dimensional figures</b> regardless of their size or orientation               <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>rectangles</li> <li>squares</li> </ul> </li> </ul> <p style="text-align: center;"><b>Q1 expectation</b></p>	<ul style="list-style-type: none"> <li>Identifies <b>ALL two-dimensional figures</b> regardless of their size or orientation               <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>rectangles</li> <li>squares</li> </ul> </li> </ul> <p style="text-align: center;"><b>Q2/Q3 expectation</b></p>	<ul style="list-style-type: none"> <li>Identifies <b>ALL two- AND three-dimensional figures</b> regardless of their size or orientation               <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>rectangles</li> <li>squares</li> <li>spheres</li> <li>cubes</li> <li>cones</li> <li>cylinders</li> </ul> </li> </ul> <p style="text-align: center;"><b>Q4 expectation</b></p>	<ul style="list-style-type: none"> <li>Identifies <b>ALL two- AND three-dimensional figures</b> regardless of their size or orientation               <ul style="list-style-type: none"> <li>circles</li> <li>triangles</li> <li>rectangles</li> <li>squares</li> <li>spheres</li> <li>cubes</li> <li>cones</li> <li>cylinders</li> </ul> </li> <li><b>AND</b> identifies at least 3 additional shapes (e.g., octagon, trapezoid, rectangular prism, etc.)</li> </ul>	
<b>Collect, Sort, Count Objects and Report Results</b>  Quarters 2,3,4	With support, not yet able to: <ul style="list-style-type: none"> <li>collect and sort objects into categories</li> <li>compare and count objects in each category report results verbally, with a written numeral or with drawings</li> </ul>	Is able to complete <b>1 of the following:</b> <ul style="list-style-type: none"> <li>collect and sort objects into categories</li> <li>compare and count objects in each category report results verbally, with a written numeral or with drawings</li> </ul> <p style="text-align: center;"><b>Q2 expectation</b></p>	Is able to complete <b>2 of the following:</b> <ul style="list-style-type: none"> <li>collect and sort objects into categories</li> <li>compare and count objects in each category report results verbally, with a written numeral or with drawings</li> </ul> <p style="text-align: center;"><b>Q3 expectation</b></p>	Is able to complete <b>ALL of the following:</b> <ul style="list-style-type: none"> <li>collect and sort objects into categories</li> <li>compare and count objects in each category report results verbally, with a written numeral or with drawings</li> </ul> <p style="text-align: center;"><b>Q4 expectation</b></p>	Is able to complete <b>ALL of the following:</b> <ul style="list-style-type: none"> <li>collect and sort objects into categories</li> <li>compare and count objects in each category report results verbally, with a written numeral or with drawings <b>AND</b></li> <li>Explain their data results using written words</li> </ul>	