

# Chelmsford Public Schools

## ELA Grade K Report Card Benchmarks

<b>Literature Informational Text</b>	<b>Term 1</b>	<b>Term 2</b>
<b>Emergent level text understanding.</b>  <b>Benchmark</b>	LS – Working towards reading a B level reader, independently. DS – Reads a B level reader at the instructional level. MS – Reads an emergent B level reader independently. ES – Reads beyond the C level independent level reading level.	LS – Working towards reading a C level reader, independently. DS – Reads at a C level reader, instructionally. MS – Reads at a C level reader independently and D level reader instructionally. ES – Reads beyond the D level independent level reading level.
<b>Emergent level text understanding.</b>  <b>Assessment</b>	Teacher observation in whole group read aloud Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records	Teacher observation in whole group read aloud Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records
<b>With support, asks and answers questions about details in a text.</b>  <b>Benchmark</b>	LS – No LS for fall term DS – Demonstrates limited understanding of stories. MS – With support, asks, and answers questions about key details in a text. ES – Without support, asks and answers questions about key details in a text.	LS – No LS for spring term DS – Demonstrates limited understanding of stories. MS – With support, asks, and answers questions about key details in a text. ES – Without support, asks and answers questions about key details in a text.
<b>With support, asks and answers questions about details in a text.</b>  <b>Assessment</b>	Teacher observation in whole group read aloud Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records	Teacher observation in whole group read aloud Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records

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<b>Functional Skills</b>	<b>Term 1</b>	<b>Term 2</b>
<p>Demonstrates understanding of the directionality of print.</p> <p><b>Benchmark</b></p>	<p>LS – Demonstrates 1 out of 3 skills in MS</p> <p>DS – Demonstrates 2 out of 3 skills in MS</p> <p>MS – Demonstrates understanding of directionality, concept of word and recognizes a period.</p> <p>ES – No ES at this time</p>	<p>LS – Demonstrates 1 out of 3 skills in MS</p> <p>DS – Demonstrates 2 out of 3 skills in MS</p> <p>MS – Demonstrates understanding of directionality (left to right, top to bottom, page by page) demonstrates concept of word, names parts of a book (front cover, back cover, title) names end punctuation (. ! ?)</p> <p>ES – No ES at this time</p>
<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records</p> <p><b>Assessment</b></p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records</p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records</p>
<p>Recognizes and names all upper and lower case letters</p> <p><b>Benchmark</b></p>	<p>LS – Recognizes less than 15 upper/lower case letters.</p> <p>DS – Recognizes 16-34 upper/lower case letters.</p> <p>MS – Recognizes 35-51 upper/lower case letters.</p> <p>ES – No ES at this time</p>	<p>LS – Names 16-34 upper/lower case letters.</p> <p>DS – Names 35-51 upper/lower case letters.</p> <p>MS – Names all 52 upper/lower case letters.</p> <p>ES - No ES at this time</p>

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and names all d lower case cters	One to one interview with student using alphabet flashcards or an alphabet recording sheet arranged in random order	One to one interview with student using alphabet flashcards or an alphabet recording sheet arranged in random order
<b>Assessment</b>		
letter sounds	LS – Produces less than 15 letter sounds. DS – Produces 15 -19 letter sounds. MS – Produces 20-26 letter sounds. ES - Produces all 26 letter sounds with 10 or more diagraph sounds.	LS – Produces 15-19 letter sounds. DS – Produces 20-25 letter sounds. MS – Produces all 26 letter sounds. ES – Produces all 26 letter sounds with 10 or more diagraph sounds.
<b>Benchmark</b>		
letter sounds	One to one interview with student using letter flashcards that include all of the Lively Letter sounds or a letter recording sheet with all Lively Letters sounds arranged in random order	One to one interview with student using letter flashcards that include all of the Lively Letter sounds or a letter recording sheet with all Lively Letters sounds arranged in random order
<b>Assessment</b>		
ergarten High ncy Words	LS – Reads less than 8 high frequency words. DS – Reads more than 8 and less than 15 high frequency words. MS – Reads 15-30 high frequency words. ES – Reads more than 30 high frequency words.	LS – Reads less than 25 high frequency words. DS – Reads more than 25 and less than 35 high frequency words. MS – Reads 35 high frequency words. ES – Reads more than 35 high frequency words.
<b>Benchmark</b>		

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**ELA Grade K Report Card Benchmarks**

ergarten High ncy Words  <b>Assessment</b>	One to one interview with student using sight word flashcards or sight word recording sheet arranged in random order Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessment. Informal running records	One to one interview with student using sight word flas or sight word recording sheet arranged in random orde Teacher observations during guided reading Teacher observations in Fountas and Pinnell assessmen Informal running records
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## ELA Grade K Report Card Benchmarks

<b>Learning and Understanding</b>	<b>Term 1</b>	<b>Term 2</b>
<p>Participates in discussion with previously read material; follows rules for discussion</p> <p><b>Benchmark</b></p>	<p>LS – Participates in 0 of 3 ES skills.</p> <p>DS – Participates in 1 out of 3 ES skills for this term with support.</p> <p>MS – Participates in 2 out of 3 ES skills.</p> <p>ES – Participates in discussion with previously read material by; raising hand/taking turns, listening to others while speaking, stays on topic with some support and higher level thinking skills.</p>	<p>LS – Participates in 1 out of 3 MS skills for this term.</p> <p>DS – Participates in 2 out of 3 MS skills for this term.</p> <p>MS – Participates in discussion with previously read material by; raising hand/taking turns, listening to others while speaking, stays on topic independently.</p> <p>ES – Higher level thinking skills</p>
<p>Participates in discussion with previously read material; follows rules for discussion</p> <p><b>Assessment</b></p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups</p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups</p>
<p>Asks questions to seek help, get information or to clarify and/or deepen understanding</p> <p><b>Benchmark</b></p>	<p>LS – Unable to ask for help in an appropriate manner, clarify and further explanation or answer questions.</p> <p>DS – Is able to do one of the following; Asks for help in an appropriate manner, asks for clarification and requests further explanation when needed with support.</p> <p>MS – Asks for help in an appropriate manner, asks for clarification and requests further explanation when needed with support.</p> <p>ES – No ES at this time</p>	<p>LS – Is able to do one of the following; Asks for help in an appropriate manner, asks for clarification and requests further explanation when needed with support.</p> <p>DS – Asks and answers questions to seek help, get information or to clarify and/or deepen understanding with support or prompts.</p> <p>MS – Asks and answers questions to seek help, get information or to clarify and/or deepen understanding without support or prompting.</p> <p>ES – No ES at this time</p>

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<p>Asks questions for help, get clarification or to clarify or to deepen understanding</p> <p><b>Assessment</b></p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups Teacher observations of interactions with peers</p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups Teacher observations of interactions with peers</p>
<p>Speaks audibly and clearly, thoughts and feelings clearly.</p> <p><b>Benchmark</b></p>	<p>LS – Unable to speak audibly, express ideas, thoughts and feelings clearly. DS – Speaks audibly but is Limited expression of ideas, thoughts and feelings even with support. MS – Speaks audibly and expresses ideas, thoughts and feeling with support. ES – No ES at this time</p>	<p>LS – Limited audibly and limited expression of ideas, thoughts and feelings clearly with support. DS – Speaks audibly and expresses thought feelings and ideas clearly with support. MS – Speaks audibly and expresses ideas, thoughts and feelings clearly. ES – No ES at this time</p>
<p>Speaks audibly and clearly, thoughts and feelings clearly.</p> <p><b>Assessment</b></p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups Teacher observations of interactions with peers</p>	<p>Teacher observation in whole group read aloud, Teacher observations during guided reading Teacher observations in small groups Teacher observations of interactions with peers</p>

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## ELA Grade K Report Card Benchmarks

<b>Language</b>	<b>Term 1</b>	<b>Term 2</b>
<p>and lower case letters.</p> <p><b>Benchmark</b></p>	<p>LS – Writes less than 10 upper/lower case letters.  DS – Writes 11-25 upper/lower case letters.  MS – Writes 26-52 upper/lower case letters.  ES – Writes all 52 letters with correct letter formation and no reversals.</p>	<p>LS – Writes less than 26 upper/lower case letters.  DS – Writes 26-51 upper/lower case letters.  MS – Writes all 52 upper and lower case letters with 80% accuracy on formation and reversals.  ES – Writes all 52 letters with correct letter formation and no reversals.</p>
<p>and lower case letters.</p> <p><b>Assessment</b></p>	<p>Students will independently print upper and lowercase letters using a grid with 26 boxes. Teacher may or may not call out letters in random order. This can be done whole group, small group, or one to one interviews.</p>	<p>Students will independently print upper and lowercase letters using a grid with 26 boxes. Teacher may or may not call out letters in random order. This can be done whole group, small group, or one to one interviews.</p>
<p>s, verbs and question words</p> <p><b>Benchmark</b></p>	<p>LS – Little or no use of nouns, verbs and question words.  DS – Makes some errors with using nouns, verbs and question words.  MS – Uses nouns, verbs and question words.  ES – No ES at this time</p>	<p>LS – Little or no use of nouns, verbs and question words.  DS – Makes some errors with using nouns, verbs and question words.  MS – Uses nouns, verbs and question words.  ES – No ES at this time</p>
<p>s, verbs and question words</p> <p><b>Assessment</b></p>	<p>Teacher observation in whole group read aloud,  Teacher observations during guided reading  Teacher observations in small groups  Teacher observations of interactions with peers</p>	<p>Teacher observation in whole group read aloud,  Teacher observations during guided reading  Teacher observations in small groups  Teacher observations of interactions with peers</p>

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## ELA Grade K Report Card Benchmarks

ic spelling and ency words in writing.  <b>hmark</b>	<p>LS – No use of phonetic spelling and high frequency words in daily writing.</p> <p>DS – Limited use of phonetic spelling and high frequency words in daily writing.</p> <p>MS – Frequent use of phonetic spelling and high frequency words in daily writing.</p> <p>ES – Uses phonetic spelling and high frequency words in daily writing and includes some conventional spelling beyond K sight words.</p>	<p>LS – Limited use of phonetic spelling and high frequency words in daily writing.</p> <p>DS – Frequent use of phonetic spelling and high frequency words in daily writing.</p> <p>MS – Uses phonetic spelling and high frequency words in daily writing.</p> <p>ES – Uses phonetic spelling and high frequency words in daily writing and includes some conventional spelling beyond K sight words.</p>
ic spelling and ency words in writing.  <b>Assessment</b>	Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year	Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year
and expands sentences.  <b>hmark</b>	<p>LS – Does not use complete sentences when speaking.</p> <p>DS – Limited use of complete sentence when speaking.</p> <p>MS – Frequently produces complete sentences when speaking and may or may not expand sentences.</p> <p>ES – Consistently produces and expands complete sentences when speaking and goes beyond grade level language and expression.</p>	<p>LS – Does not use complete sentences when speaking.</p> <p>DS – Limited use of complete sentences when speaking.</p> <p>MS – Produces and expands complete sentences when speaking.</p> <p>ES – Consistently produces and expands complete sentences when speaking and goes beyond grade level language and expression.</p>



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## ELA Grade K Report Card Benchmarks

<b>Writing</b>	<b>Term 1</b>	<b>Term 2</b>
<p>Combination of drawing, dictating, and writing an opinion piece that names the topic and states an opinion.</p> <p><b>Benchmark</b></p>	<p>LS – Uses pictures to convey an opinion piece and needs consistent support with naming the topic and stating an opinion.</p> <p>DS - Skills are limited and frequent support is needed when naming the topic and stating an opinion.</p> <p>MS – Uses a combination of drawing dictating, and writing to write an opinion piece with limited support</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing an opinion piece.</p>	<p>LS – Uses pictures to convey an opinion piece and needs consistent support with naming the topic and stating an opinion.</p> <p>DS - Skills are limited and frequent support is needed when naming the topic and stating an opinion.</p> <p>MS – Independently uses a combination of drawing dictating, and writing to write opinion pieces that name the topic and state an opinion.</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing an opinion piece.</p>
<p>Combination of drawing, dictating, and writing an opinion piece that names the topic and states an opinion.</p> <p><b>Assessment</b></p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>
<p>Combination of drawing, dictating, and writing an informative piece that names a topic and supplies some information about the topic.</p> <p><b>Benchmark</b></p>	<p>LS – Uses pictures to convey an informative piece and needs consistent support with naming the topic and supplying some information about the topic.</p> <p>DS - Skills are limited and frequent support is needed when naming the topic and supplying some information about the topic.</p> <p>MS – Uses a combination of drawing dictating, and writing to write an informative piece with limited support.</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing an informative piece.</p>	<p>LS – Uses pictures to convey an informative piece and needs consistent support with naming the topic and supplying some information about the topic.</p> <p>DS - Skills are limited and frequent support is needed when naming the topic and supplying some information about the topic.</p> <p>MS – Independently uses a combination of drawing dictating, and writing to write informative pieces that name the topic and supply some information about the topic.</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing an opinion piece.</p>

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## ELA Grade K Report Card Benchmarks

<p>Combination of drawing dictating, and writing narrative to tell about a single event and provide a reaction to what happened.</p> <p><b>Assessment</b></p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>
<p>Combination of drawing dictating, and writing narrative to tell about a single event and provide a reaction to what happened.</p> <p><b>Benchmark</b></p>	<p>LS – Uses pictures to convey a narrative piece and needs consistent support with telling about a single event and providing a reaction to what happened.</p> <p>DS - Skills are limited and frequent support is needed when telling about a single event and providing a reaction to what happened.</p> <p>MS – Uses a combination of drawing dictating, and writing to write a narrative piece with limited support.</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing a narrative piece.</p>	<p>LS – Uses pictures to convey a narrative piece and needs consistent support with telling about a single event and providing a reaction to what happened.</p> <p>DS - Skills are limited and frequent support is needed when telling about a single event and providing a reaction to what happened.</p> <p>MS – Independently uses a combination of drawing dictating, and writing to write narrative pieces that tell about a single event and provide a reaction to what happened.</p> <p>ES – Demonstrates skills beyond grade level on ideas, organization, and conventions when writing a narrative piece.</p>
<p>Combination of drawing dictating, and writing narrative to tell about a single event and provide a reaction to what happened.</p> <p><b>Assessment</b></p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>	<p>Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year</p>

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**ELA Grade K Report Card Benchmarks**

ce and support s and peers, vise and edit.	LS – Needs consistent guidance and support when revising and editing. DS – Needs frequent guidance and support when revising and editing. MS – Needs limited guidance and support when revising and editing. ES – No ES at this time	LS – Needs consistent guidance and support when revising and editing. DS – Needs frequent guidance and support when revising and editing. MS – Needs limited guidance and support when revising and editing. ES – No ES at this time
Assessment	Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year	Teacher observations through individual writing pieces, journal writing, and formal and informal writing prompts throughout the year