

Literacy Development

Letter/Word Work

Recites alphabet (one on one record)

1. sings or recites with errors
2. sings or recites with few errors
3. recites with no errors

Names capital letters-(F&P letter recognition sheet pages 231 Benchmark Assessment System 1)

1. less than 13 or inconsistent
2. 13 or more consistently
3. all 26 consistently

Names lower case letters- (F&P letter recognition sheet page 232 Benchmark Assessment System 1)

1. less than 13 or inconsistent
2. 13 or more consistently
3. all 26 consistently

Identifies beginning consonant sounds-(see phonics and word analysis)

1. less than 16 sounds or inconsistent
2. 16 sounds consistently also in writing and reading
3. 21 sounds consistently, writes and reads beginning sounds

Says rhyming words (See rhyming packet)

1. unable to provide rhyming word
2. able to provide one or two rhymes, matches rhyming pictures
3. 3+ rhyming words, matches rhyming pictures
- 3+ uses rhyming patterns to read and write new words

Recognizes high frequency words (See chosen 50+)

1. knows 0-15 F&P first 50 (may know others)
 2. knows 15-45 F&P first 50 (will know others)
 3. 45-50 of F&P first 50 (will know others)
- 3+ consistently knows and reads first 50 F&P and uses words to learn new words, may know other words

Comprehension at Instructional Level

3rd trimester (using _____) (C)

Recalls details from a book-“Tell me about the story?” a conversation

1. Needs support to recall story detail
 2. Tells 2 details
 3. Tells 3 or more details
- 3+ Tells additional details

Writing

Uses appropriate sounds to write

1. Uses random letters to write words
 2. Used letters for beginning sounds
 3. Uses beginning, middle, and ending sounds
- 3+ independently writing stories using correct sounds and chunks

Uses spaces between words

1. No spaces
2. Uses spaces with help
3. Independently writes stories using spaces

Uses basic sight words in writing

1. Unable to use sight words
2. Uses some sight words
3. Independently uses sight words to write stories

Writes story with related ideas

Fine Motor Development

Prints first name- (name sample paper and/or classwork)

1. unable or first letter only
2. prints name with some capital letters and/or incorrect letter formation and/or with a model
3. independently and consistently prints name correctly

Cuts accurately-(bear, sled, chick, butterfly and/or classwork observation)

1. unable to hold scissors or cut on the lines
2. holds scissors correctly and inconsistently cuts on the lines with possible jagged edges
3. holds scissors correctly and consistently cuts shapes and lines neatly

Writes numerals 0-9 with model- (model paper)

1. unable to write recognizable numerals
2. writes numerals with incorrect formation
3. writes numerals correctly with model

Math

Counts beyond 100-(one on one)

1. able to count only with significant support
 2. able to count beyond 100 with support and/or errors
 3. able to count beyond 100 without support or errors (_____)
- 3+ able to count forwards and backwards into the hundreds

Recognizes basic geometric shapes- (square, triangle, rectangle, circle, _____)

1. unable to consistently recognize any geometric shapes
2. recognizes geometric shapes with few errors
3. consistently recognizes geometric shapes

Counts 20 or more objects- (one on one using about 24)

1. unable to count objects
2. counts objects with support and/or errors
3. consistently counts objects without support or errors

Reads any number 100 or less- (one on one using cards)

1. requires significant support or makes many errors
 2. reads numbers to 100 with some support and/or errors
 3. independently and consistently reads numbers to 100
- 3+ independently and consistently reads numbers beyond 100

Counts by 10s beyond 110-(one on one)

1. unable to count by 10s or needs significant support or makes many errors
2. counts by 10s with some support and/or errors
3. independently and consistently counts by 10s

Writes any number 100 or less- (see number sheet and observation)

1. unable to write numbers without support
2. writes numbers with some errors and/or support needed
3. consistently writes numbers correctly

3+ consistently writes numbers more than 100 correctly

Counts by 5s beyond 110-

1. unable to count by 5s or needs significant support or makes many errors
2. counts by 5s with some support and/or errors
3. independently and consistently counts by 5s

Identifies penny, nickel, dime, quarter- (show real money)

1. unable to identify coins correctly
2. identifies coins inconsistently
3. consistently identifies coins

Knows value of penny, nickel, dime, quarter- (show real money)

1. unable to name correct coin values
2. names correct coin values with support or minor errors
3. consistently identifies coin values