K

Reading Foundations-Print Concepts **K.RF.2.3**

Recognize that words are combined to form sentences.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Recognize that words are combined to form sentences.	Student will be able to construct a sentence using words.
2	With a model, the student will combine words to make a sentence.	With a model, the student will be able to cut and glue words in the correct order to make a sentence.
1	The student will recognize the differences between letters, words, and sentences.	The student will be able to sort letters, words, and sentences.
0	Even with help, no skill or understanding is demonstrated.	

Required vocabulary: letter, word, sentence, print

K

Reading Foundations-Print Concepts **K.RF.2.4**

Identify and name all uppercase (capital) and lowercase letters of the alphabet.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Identify and name all uppercase (capital) and lowercase letters of the alphabet.	Student will be able to identify and name all uppercase (capital) and lowercase letters of the alphabet.
2	Identify and name some uppercase (capital) and lowercase letters of the alphabet.	Student can identify and name at least 31-50 uppercase (capital) and lowercase letters.
1	Identify and name some uppercase (capital) and lowercase letters of the alphabet.	Student can identify and name at least 1-30 uppercase (capital) and lowercase letters.
0	No skill or understanding is demonstrated.	Student cannot identify and name **ANY** uppercase (capital) and lowercase letters.

K

Reading Foundations-Phonological Awareness **K.RF.3.1**

Identify and produce rhyming words.

Scale Score	Scale	Sample Task
4	The student will be able to write five sets of rhyming words.	The student will write a rhyming word for the words cat, net, pig, mop, run.
3	Identify **AND** verbally produce of the rhyming words.	The student can identify (color) 4 out of 5 **AND** verbally produce 4 out of 5 rhyming words.
2	The student will be able to identify **AND** produce rhyming words.	The student can identify (color) 3 out of 5 **AND** verbally produce 3 out of 5 rhyming words.
1	The student will be able to identify **OR** produce rhyming words.	The student can identify (color) 2 out of 5 **OR** verbally produce 2 out of 5 rhyming words.
0	No skill or understanding is demonstrated.	The student cannot identify (color) **OR** verbally produce **ANY** rhyming words.

K

Reading Foundations-Phonological Awareness K.RF.3.2

Orally pronounce, blend, and segment words into syllables.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Orally pronounce, blend, **AND** segment words into syllables.	Orally pronounce, blend, **AND** segment 8 out of 10 words into syllables.
2	The student will be able to orally blend **AND** segment words into syllables.	The student will be able to orally blend **AND** segment 6 out of 10 words into syllables.
1	The student will be able to orally blend **OR** segment words into syllables.	The student will be able to orally blend **OR** segment 3 out of 10 words into syllables.
0	No skill or understanding is demonstrated.	The student is not able to orally blend or segment any word.

K

Reading Foundations-Phonological Awareness K.RF.3.3

Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in 4 out of 5 words.
2	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in 3 out of 5 words.
1	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in 2 out of 5 words.
0	No skill or understanding is demonstrated.	The student will be able to orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in 1 out of 5 words.

K

Reading Foundations-Phonological Awareness K.RF.3.4

Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

Scale Score	Scale	Sample Task
4	Tell the order of sounds heard in words with 4 or 5 phonemes, and identify the beginning, middle (medial) and final sounds.	The student can identify all the sounds in 4 to 5 phoneme words.
3	Tell the order of sounds heard in words with 2 or 3 phonemes, **AND** identify the beginning, middle (medial) and final sounds.	The student can identify the beginning, middle and ending sound.
2	Tell the order of sounds heard in words with 2 or 3 phonemes, and identify the beginning, middle (medial) **OR** final sounds.	The student can identify 2 out of 3 sounds.
1	Tell the order of sounds heard in words with 2 or 3 phonemes, and identify **ONLY** the beginning sound.	The student can identify the beginning sound.
0	No skill or understanding is demonstrated.	The student is not able to identify any sounds.

K

Reading Foundations-Phonics K.RF.4.1
Use letter-sound knowledge to decode the sound of each consonant.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Use letter sound knowledge to decode the sound of each consonant.	The student can identify 33-42 consonant sounds.
2	Use letter sounds knowledge to decode the sound of most consonants.	The student can identify 21-32 consonant sounds.
1	Use letter sound knowledge to decode the sound of a few consonants.	The student can identify 20 or fewer consonant sounds.
0	No skill or understanding is demonstrated.	The student cannot identify any letter sounds.

K

Reading Foundations-Phonics **K.RF.4.2**

Blend consonant-vowel-consonant (CVC) sounds to make words.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Blend consonant-vowel-consonant (CVC) sounds to make words.	The student can blend 4 out of 5 words.
2	The student will blend the sounds of some CVC words.	The student can blend 3 out of 5 words.
1	The student will blend the sounds of a few CVC words.	The student can blend 1 or 2 out of 5 words.
0	No skill or understanding is demonstrated.	The student cannot blend any of the words.

K

Reading Foundations-Phonics **K.RF.4.3**

Recognize the long and short sounds for the five major vowels

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Use letter sound knowledge to recognize the long and short sounds for the five major vowels.	The student can identify 8-10 vowel sounds.
2	Use letter sound knowledge to recognize the long and short sounds for some of the five major vowels.	The student can identify 4-5 vowel sounds.
1	Use letter sound knowledge to recognize the long and short sounds for a few of the five major vowels.	The student can identify less than 4 vowel sounds.
0	Even with help, no skill or understanding is demonstrated.	The student cannot identify any vowel sounds.

K

Reading Foundations-Phonics **K.RF.4.4**
Read common high-frequency words by sight (e.g., a, my).

Scale Score	Scale	Sample Task
4	The student will read additional first grade sight words.	Student will read an additional 20 first grade sight words.
3	Read common high-frequency words by sight (e.g., a, my).	Student will read: Q4: 45-57 out of 57 words Q3: 40-51 out of 51 words Q2: 24-30 out of 30 words Q1: 11-14 out of 14 words
2	The student will read some of the common high-frequency words by sight.	Q4: 23-44 out of 57 words Q3: 20-39 out of 51 words Q2: 12-23 out of 30 words Q1: 5-10 out of 14 words
1	The students will read a few of the common high-frequency words by sight.	Q4: 1-22 out of 57 words Q3: 1-19 out of 51 words Q2: 1-11 out of 30 words Q1: 1-5 out of 14 words
0	No skill or understanding is demonstrated.	Student cannot read any high frequency words.

K

Reading Foundations-Fluency **K.RF.5**

Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

Scale Score	Scale	Sample Task
4	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Student reads above level C books.
3	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Q4: Reads at level C Q3: Reads at level B-C Q2: Reads at level A-B Q1: Reads at level <A-A
2	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Q4: Reads at level B Q3: Reads at level A Q2: Reads at below levelA Q1: N/A
1	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.	Q4: Reads at level A Q3: Reads at below level A Q2: N/A Q1: N/A
0	No skill or understanding is demonstrated.	Student reads below level A.

K

Writing: Handwriting **K.W.2.1**

Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing letters of the words.

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing letters of the words.	Student will be able to write 42- 52 uppercase and lowercase letters.
2	Write some uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing letters of the words.	Student will be able to write 26-41 uppercase and lowercase letters.
1	Write a few uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing letters of the words.	Student will be able to write 1 - 25 uppercase and lowercase letters.
0	No skill or understanding is demonstrated.	No skill or understanding is demonstrated.

Required vocabulary: uppercase, lowercase, letter, shape, line, curve, up, down, top, bottom, middle, line

K

Reading Literature: Key Ideas and Textual Support **K.RL.2.3**

Identify important elements of the text (e.g. characters, settings, or events).

Scale Score	Scale	Sample Task
4	Not Applicable	Not Applicable
3	Identify important elements of the text (e.g. characters, setting, beginning, middle and end, and main idea).	Student will identify 4 out of 4 important story elements.
2	Identify important elements of the text (e.g. characters, setting, beginning, middle and end, and main idea).	Student will identify 2 or 3 out of 4 important story elements.
1	NoIdentify important elements of the text (e.g. characters, setting, beginning, middle and end, and main idea).	Student will identify 1 out of 4 important story elements.
0	No skill or understanding is demonstrated.	Student will identify 0 out of 4 important story elements.

Required vocabulary: title, character, setting, events first, next, last, problem, solution