



This checklist is designed to be used throughout the school year to track student progress and mastery of the standards. Students must demonstrate mastery on 85% of the standards-based essential learning outcomes with a minimum of 80% proficiency on each outcome to be promoted to first grade. There are 35 essential learning outcomes in ELA and 23 in Math. School sites will decide the various tools they will use to demonstrate mastery. Each learning outcome must be demonstrated through more than one method. Please write the date and score on the checklist at the time of the assessment. If teacher observation is used only a date is needed.

## Tools to Demonstrate Mastery:

- Kindergarten Beginning Skills Inventory
- Topic Assessments (Pearson)
- Unit Assessments (McGraw Hill)
- Benchmark Assessments (Pearson & McGraw Hill)
- Developmental Studies Center (DSC) Assessments
- i-Ready Assessments
- Teacher-Created Assessments
- Performance Assessments
- Independent Work Sample
- Published Product
- Writing Journal
- Writing Rubric
- Fluency Rubric
- Observation (i.e. Anecdotal Records)
- STAR Early Learning



# Pupil Progression Checklist

2017-  
2018

ELA Reporting Category (Reading, Speaking, and Listening)		Date 1 Score	Date 2 Score	Mastered? Y/N
RF.1.1	a. Follow words from left to right, top to bottom and page by page b. Recognize that spoken words are represented in written language by specific sequences of letters			
	c. Understand that word are separated by spaces in print <b>Observation</b>			
	d. Recognize and name all the upper-and lowercase letters of the alphabet			
RF.2.2	a. Recognize and produce rhyming words			
	b. Count, pronounce, blend, and segment syllables in spoken words			
	c. Blend and segment onsets and rimes of single-syllable spoken words			
	d. Isolate and pronounce the initial, medial vowel, and final sounds, in three-phoneme CVC word (This does not included CVCs ending with l, or x.			
	e. Add or substitute individual sounds in simple one-syllable words to make new words.			
RF.3.3	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant			
	b. Associate the long, short sounds with the common spellings for the five major vowels.			
	c. Read common high-frequency words by sight			
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ			
RF.4.4 Read emergent-reader texts with purpose and understanding				
R.1.1 With prompting and support, ask and answer questions about key details in a text SL. 1.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <b>Observation</b>				
RL.1.2 With prompting and support, retell familiar stories, including key details				
RI. 1.2 With prompting and support, identify the main topic and retell key details of the text				
RI. 1.3 With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information a text				
RL. 1.3 With prompting and support, identify characters, settings and major events in a story				
R.2.4 With prompting and support, ask and answer questions about unknown words in a text SL. 1.2 Confirm understanding of text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood <b>Observation</b>				
RL.2.5 Recognize common types of texts				
RI.2.5 Identify the front cover, back cover, and title page of a book <b>Observation</b>				
R.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story <b>Observation</b>				
R.3.7 With prompting and support, describe the relationship between illustrations and the story in which they appear				
RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text. <b>Observation</b>				
RL. 3.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories				
RI. 3.9 With prompting and support, identify basic similarities and differences between two texts on the same topic.				
RL. 4.10 Actively engage in group reading activities with purpose and understanding. SL. 1.1 Participate in collaborative conversations with diverse partners in small and large groups.				



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a. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion)				
b. Continue a conversation through multiple exchanges <b>Observation</b>				
<b>ELA Reporting Category (Writing and Language)</b>		Date 1	Date 2	Mastered? Y/N
W.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book				
W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply information about a topic SL.2.5 Add drawings or other visual displays to descriptions as desired to provide additional detail				
W.1.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				
W.2.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed SL. 2.4 Describe familiar people, places, things, and events, and with prompting and support provide additional detail.				
W.2.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers <b>Observation</b>				
W.3.7 Participate in shared research and writing projects <b>Observation</b> W.3.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question <b>Observation</b> SL. 2.6 Speak audibly and express thoughts, feelings, and ideas clearly <b>Observation</b>				
L. 1.1	<b>Conventions of Standard English. Demonstrate command of the standard English grammar and usage when writing and speaking.</b>			
	a. Print many upper- and lowercase letters			
	b. Use frequently occurring nouns and verbs			
	c. Form regular plural nouns orally by adding /s/ or /es/			
	d. Understand and use questions words (e.g. who, what, where, when, why, how)			
	e. Use the most frequently occurring prepositions ( e.g. to, from, in, out, on, off, for, of, by, with)			
L. 1.2	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b>			
	a. Capitalize the first word in a sentence and the pronoun "I"			
	b. Recognize and name end punctuation			
	c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).			
	d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships			
<b>Vocabulary Acquisition and Use</b>				
L.3.4	<b>Determine or clarify the meaning of unknown and multiple –meaning words and phrases based on kindergarten reading and content.</b>			
	a. Identify new meanings for familiar words and apply them accurately(e.g., knowing duck is a bird and learning the verb to duck).			
	b. Use the most frequently occurring inflections and affixes (e.g., -ed,-s, re-, un-, pre-, -ful,-less) as a clue to the meaning of an unknown word			
L. 3.5				
	a. Sort common objects into categories to gain a sense of the concepts the categories represent			
	b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)			
	c. Identify real-life connections between words and their use <b>Observation</b>			
	d. Distinguish shades of meaning among verbs describing the same general action by acting out the meaning			



# Pupil Progression Checklist

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10 standards will be observational only. The observational grades will not average into the final 9 weeks grades or the FIN at the end of the year. No grades will be given, however students must be observed at least twice for each of these standards. 85% mastery will be 23/27 standards.



# Pupil Progression Checklist

2017-  
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Math Reporting Category	Date 1 Score	Date 2 Score	Mastered? Y/N
<b>CC.1.1</b> Count to 100 by ones and by tens. <b>Observation</b>			
<b>CC.1.2</b> Count forward beginning from a given number within the known sequence (instead of having to begin at 1). <b>Observation</b>			
<b>CC.1.3</b> Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).			
<b>CC.2.4</b> Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. <b>Observation</b> b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.			
<b>CC.2.5</b> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <b>Observation</b>			
<b>CC.3.6</b> Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.			
<b>CC.3.7</b> Compare two numbers between 1 and 10 presented as written numerals.			
<b>OA.1.1</b> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.			
<b>OA.1.2</b> Solve addition and subtraction word problems <sup>1</sup> , and add and subtract within 10, e.g., by using objects or drawings to represent the problem ( <sup>1</sup> Students are not required to independently read the word problems.)			
<b>OA.1.4</b> For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.			
<b>OA.1.5</b> Fluently add and subtract within 5.			
<b>OA.1.a</b> Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)			
<b>NBT.1.1</b> Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.			
<b>MD.1.1</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.			
<b>MD.1.2</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>			
<b>MD.1.a</b> Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i> <b>Observation</b>			
<b>MD.2.3</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.			
<b>G.1.1</b> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>			



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<b>G.1.2</b> Correctly name shapes regardless of their orientations or overall size.			
<b>G.1.3</b> Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).			
<b>G.2.4</b> Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).			
<b>G.2.5</b> Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.			
<b>G.2.6</b> Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>			

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6 standards will be observational only. The observational grades will not average into the final 9 weeks grades or the FIN at the end of the year. No grades will be given, however students must be observed at least twice for each of these standards. 85% mastery will be 15/18.