

**Fort Zumwalt School District--Office of Curriculum and Instruction**

*Kindergarten ELA Proficiency Scales - Updated 8-21-17*

Grade Level: Kindergarten	Standard: Letter Identification (Uppercase & Lowercase) RF.K.1.d	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> <li>Identify all 52 uppercase and lowercase letters by name with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Assessments</li> <li>Self-corrects errors when producing and writing letter sounds</li> </ul>
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>Identify 40-51 of the upper and/or lowercase letters with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Assessments</li> <li>May need reminder to notice error, then student corrects</li> <li>Non-proficient students can use strategies or tools to help develop proficiency</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>Identify 20-39 of the upper and/or lowercase letters with accuracy and fluency (within 3 seconds, without hesitation) regardless of order</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Assessments</li> <li>Student does not recognize error and cannot correct when prompted</li> <li>Needs strategies and tools to scaffold students to proficiency</li> </ul>
1 Of Concern	The student will: <ul style="list-style-type: none"> <li>With prompting and support, identify 10-19 of the upper and/or lowercase letters regardless of order.</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Assessments</li> <li>Inconsistently identifies letters</li> </ul>

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<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Letter Sounds RF.K.3.a, RF.K.3.b	
Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> <li>Consistently produce the letter sound that corresponds with 21 consonant, 5 short and 5 long vowel sounds (31 sounds in total).</li> </ul>	<ul style="list-style-type: none"> <li>Self-corrects errors when producing the sounds</li> </ul>
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>Consistently produce the letter sound that corresponds with 21-30 letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>May need reminder to notice error, then student corrects</li> <li>Non-proficient students can use strategies or tools to help develop proficiency</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>Consistently produce the letter sound that corresponds with 11-20 letter sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Student does not recognize error and cannot correct when prompted</li> <li>Needs strategies and tools to scaffold students to proficiency</li> </ul>
1 Of Concern	The student will: <ul style="list-style-type: none"> <li>Produce the letter that corresponds with 0-10 letter sounds.</li> <li>Possess limited or no ability to produce the letter sound that corresponds with consonant, short and long vowels.</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently produces the letter sounds that correspond with consonant , short and long vowels</li> </ul>

<b>Grade Level:</b>	<b>Standard:</b> Phonological Awareness (rhyming, beginning sounds, ending sounds, word families)
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Kindergarten	RF.K.2.a, RF.K.2.b, RF.K.2.c, RF.K.2.d, RF.K.2.e	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> <li>Consistently <b>produce</b> rhyming words</li> <li>Consistently pronounce, blend, and segment syllables in spoken words</li> <li>Consistently segment onsets and rimes of single-syllable spoken words</li> <li>Consistently isolate and pronounce the initial, medial vowel, and final sounds (CVC words)</li> <li>Consistently add or substitute individual sounds in simple, one-syllable words to make new words</li> </ul>	<ul style="list-style-type: none"> <li>Heggerty Assessment</li> <li>Student applies these skills outside of Heggerty.</li> </ul>
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> <li>Inconsistently <b>produce</b> a rhyming word</li> <li>Inconsistently count syllables in spoken words</li> <li>Inconsistently blend onsets and rimes of single-syllable spoken words</li> <li>Inconsistently identify the initial, medial vowel, and final sounds (CVC words)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher may prompt the student to “blend”, “chop”, etc</li> </ul>
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> <li>Recognize a rhyming word with prompts and support</li> <li>Possess limited ability to count syllables, blend onsets and rimes, and identify sounds in words with prompts and support</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides prompts <b>and</b> models</li> </ul>
1 Of Concern	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Unable to manipulate sounds in words by composing, decomposing, and changing phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to be successful even with teacher support.</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> High Frequency Words RF.K.3.c
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Score	Expectation Descriptor	Additional Instructional Information
4 Proficient	The student will: <ul style="list-style-type: none"> <li>• Read in isolation and in context 40-50 words (List A/B) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li> <li>• Fix or self-correct mistakes quickly</li> </ul>	<ul style="list-style-type: none"> <li>• Knows lists A - B, Working on lists above B</li> </ul>
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>• Read in isolation and in context 20-30 words (List A/B) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows list A, Working on list B</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>• Read in isolation and in context 10-15 words (List A) from the District ABC Word List with accuracy and fluency within 3 seconds without hesitation or sounding out.</li> </ul>	<ul style="list-style-type: none"> <li>• Working on list A</li> </ul>
1 Of Concern	The student will: <ul style="list-style-type: none"> <li>• Read in isolation and in context fewer than 10 words (List A) from District ABC Word List.</li> </ul>	<ul style="list-style-type: none"> <li>• Struggles with accuracy and fluency</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Reads and comprehends text	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional</b>

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		<b>Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"> <li>• Read and comprehend fiction text independently at a DRA Level 6 or above.</li> </ul>	*In the winter teachers should not test above a 12 fiction. * In the spring teachers should not test above 16 fiction.
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>• Read and comprehend fiction text independently at a DRA Level 4.</li> </ul>	
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>• Read and comprehend a fiction text independently at a DRA Level 2-3.</li> </ul>	
1 Not Proficient	The student will be: <ul style="list-style-type: none"> <li>• Read and comprehend a fiction text independently at a DRA Level A-1.</li> </ul>	

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Asks and answers questions about key details in a text. RL.K.1, RI.K.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>

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<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answer specific questions related to the key details.</li> <li>● Ask specific questions related to the key details</li> </ul>	<ul style="list-style-type: none"> <li>● Self correct errors</li> </ul> <p>Example: Why did Lil Pip wander away? Example: Lil Pip followed the feather. *Can be assessed in a variety of texts.</p>
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answer teacher given questions about key details in a text with prompts.</li> <li>● Asks general questions about key details.</li> </ul>	<ul style="list-style-type: none"> <li>● May need reminder to notice error, then student corrects</li> </ul> <p>Example: Did Lil Pip wander away? Example: Yes. *Can be assessed in a variety of texts.</p>
<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● Answer teacher given questions about key details in a text with errors.</li> <li>● Need assistance to ask questions.</li> </ul>	<ul style="list-style-type: none"> <li>● Student does not recognize error and cannot correct when prompted</li> </ul> <p>Example: -Asks questions that have a yes/no answer. -Asks a questions related to a picture, not the text. -Incorrect answer to a question. -Asks a question that can't be answered in the text. *Can be assessed in a variety of texts.</p>
<p>1 Of Concern</p>	<p>The student will be:</p> <ul style="list-style-type: none"> <li>● Unable to ask and answer about key details in a text</li> </ul>	<ul style="list-style-type: none"> <li>● Unable to be successful even with teacher support.</li> </ul>

<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Retells RL.K.2</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4</p>	<p>The student will:</p>	<ul style="list-style-type: none"> <li>● Self corrects errors</li> </ul>

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Proficient	<ul style="list-style-type: none"> <li>Retell story using key details in the correct sequence; including character names, setting, transitional words, and major events.</li> </ul>	<ul style="list-style-type: none"> <li>Use DRA, notes from student conferences to assess. Example: First, Next, Then, Last</li> </ul>
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> <li>Retell story using character names, setting and most major events in BME (beginning, middle, end) with prompts.</li> </ul>	<ul style="list-style-type: none"> <li>May need reminder to notice error, then student corrects</li> </ul>
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> <li>Retell story using mostly pronouns, with random events and few key details with errors.</li> <li>Give a general response or one word idea.</li> </ul>	<ul style="list-style-type: none"> <li>Student needs support in order to complete the task.</li> </ul>
1 Of Concern	<p>The student will be:</p> <ul style="list-style-type: none"> <li>Unable to retell the story.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to be successful even with teacher support.</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Story Elements (characters, setting, and major events) RL.K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4	<p>The student will:</p> <ul style="list-style-type: none"> <li>Identify characters (who), setting (where/when), <b>and</b> major</li> </ul>	<ul style="list-style-type: none"> <li>Self-corrects errors</li> </ul>

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Proficient	events (what) in a story.	
3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>Identify characters (who), setting (where/when), <b>and/or</b> major events (what) in a story with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>Student will have some errors with identifying characters, setting, and/or major events.</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>Identify characters, setting, and/or major events in a story; support is needed.</li> </ul>	<ul style="list-style-type: none"> <li>Student needs support in order to complete the task.</li> </ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"> <li>Unable to identify characters, setting, or major events in a story.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to be successful even with teacher support.</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Main Topic and Supporting Details RI.K.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"> <li>Consistently identify the main topic and retell key details <b>from the text.</b> (No background knowledge)</li> </ul>	<ul style="list-style-type: none"> <li>Self corrects errors</li> <li>May use verbal response, drawings or writing</li> </ul>



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3 Approaching Proficient	The student will: <ul style="list-style-type: none"> <li>Identify the main topic and retell with most key details from the text. May include minor details and extra information.</li> </ul>	<ul style="list-style-type: none"> <li>May need reminder to notice error, then student corrects</li> </ul>
2 Beginning Progress	The student will: <ul style="list-style-type: none"> <li>Identify the main topic, but does not include key details or only shares background knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Student needs support in order to be successful.</li> </ul>
1 Of Concern	The student will be: <ul style="list-style-type: none"> <li>Unable to identify the main topic or retell key details.</li> </ul>	<ul style="list-style-type: none"> <li>Unable to be successful even with teacher support.</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Applies mechanics to written work L.K.2.a, L.K.2.b	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student will: <ul style="list-style-type: none"> <li><b>Effectively</b> capitalize the first word in a sentence and the pronoun "I".</li> <li><b>Effectively</b> recognize and name end punctuation for</li> </ul>	

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	<p>sentences.</p> <ul style="list-style-type: none"> <li>● <b>Effectively</b> produce and expand a complete sentence.</li> </ul>	
<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Adequately</b> capitalize the first word in a sentence and the pronoun "I"; errors are present.</li> <li>● <b>Adequately</b> recognize and name end punctuation for sentences; errors are present.</li> <li>● <b>Adequately</b> produce a complete sentence.</li> </ul>	<ul style="list-style-type: none"> <li>● students may name a question mark a period</li> </ul>
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>● <b>Limited</b> evidence of capitalizing the first word in a sentence and the pronoun "I"; support is needed.</li> <li>● <b>Limited</b> evidence of recognizing and naming end punctuation for sentences; support is needed.</li> <li>● <b>Limited</b> evidence of produce a complete sentence; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student :</p> <ul style="list-style-type: none"> <li>● <b>Lacks</b> the understanding of most concepts.</li> </ul>	

<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Applies spelling to written work L.K.2.d</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>● <b>Effectively</b> uses resources to spell high frequency words correctly.</li> <li>● <b>Effectively</b> draws on knowledge of sound-letter relationships to spell simple words phonetically.</li> </ul>	<ul style="list-style-type: none"> <li>● List A and B</li> <li>● ReadyGen high frequency words</li> </ul>

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<p>3 Approaching Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Adequately</b> uses resources to spell high frequency words correctly; errors may be present.</li> <li>• <b>Adequately</b> draws on knowledge of sound-letter relationships to spell simple words phonetically; errors may be present.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student has:</p> <ul style="list-style-type: none"> <li>• <b>Limited</b> evidence of using resources to spell high frequency words correctly; support is needed.</li> <li>• <b>Limited</b> evidence of drawing on knowledge of sound-letter relationships to spell simple words phonetically; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Lacks</b> the understanding of most concepts.</li> </ul>	

<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Applies grammar to written work L.K.1.c</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Effectively</b> use frequently occurring nouns and verbs.</li> <li>• <b>Effectively</b> use question words (interrogatives).</li> <li>• <b>Effectively</b> use the most frequently occurring prepositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Example of expanded sentence: She jumps on the bed.</li> <li>• Example of question words: <i>who, what, where, when, why, how</i></li> <li>• Example of prepositions: <i>to, from, in, out, on, off, for, of, by, with</i></li> </ul>
<p>3</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Adequately</b> use frequently occurring nouns and verbs.</li> </ul>	

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Approaching Proficient	<ul style="list-style-type: none"> <li>• <b>Adequately</b> use question words (interrogatives).</li> <li>• <b>Adequately</b> use the most frequently occurring prepositions.</li> </ul>	
2 Beginning Progress	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Limited</b> evidence of frequently occurring nouns and verbs.</li> <li>• <b>Limited</b> evidence of question words (interrogatives).</li> <li>• <b>Limited</b> evidence of the most frequently occurring prepositions.</li> </ul>	
1 Of Concern	<p>The student will:</p> <ul style="list-style-type: none"> <li>• <b>Lacks</b> the understanding of most concepts.</li> </ul>	

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Prints legibly and uses correct spacing RF.K.1.c, L.K.1.a	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Print all upper and lowercase letters <b>legibly</b> using correct spacing, size, and letter formation with <b>no</b> letters reversed.</li> </ul>	<ul style="list-style-type: none"> <li>• Size refers to tall letters, middle letters, and dropped/fall letters written correctly. (e.g. and “a” is smaller than and “l”. A”p” drops lower than a “c”)</li> </ul>
3 Approaching Proficient	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Print all upper and lowercase letters <b>legibly</b> using correct spacing and letter formation, but inconsistent letter size with <b>occasional</b> letter reversals.</li> </ul>	

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<p>2 Beginning Progress</p>	<p>The student will:</p> <ul style="list-style-type: none"> <li>• Print upper and/or lowercase letters correctly and uses inconsistent spacing and sizing.</li> </ul>	
<p>1 Of Concern</p>	<p>The student:</p> <ul style="list-style-type: none"> <li>• <b>Lacks</b> legible print.</li> </ul>	

<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Narrative- Focus W.K.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>effectively</b> establishes a situation/event and characters that maintains a <b>clear focus</b> throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus refers to staying on topic given.</li> <li>• The situation/events are clearly described.</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>adequately</b> establishes a situation/event and characters that are <b>mostly</b> focused throughout.</li> </ul>	<ul style="list-style-type: none"> <li>• Writer may lose focus at times.</li> </ul>
<p>2 Beginning</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>attempts</b> to establish characters, but events are</li> </ul>	

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Progress	<b>unclear</b> ; support is needed.	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>• Narrative <b>lacks</b> establishment of a situation/event and characters.</li> </ul>	<ul style="list-style-type: none"> <li>• May be confusing, unfocused, or too short.</li> </ul>

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Narrative - Organization W K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"> <li>• Narrative contains a <b>clear</b> sequence of events.</li> <li>• Narrative describes the characters' reactions clearly.</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to follow plot with a strong beginning, middle, and end.</li> </ul>
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> <li>• Narrative contains an <b>adequate</b> sequence of events.</li> <li>• Narrative describes the characters' reactions.</li> </ul>	<ul style="list-style-type: none"> <li>• There may be a lack of clarity or a weak beginning, middle, and end.</li> <li>• Some sense of closure.</li> </ul>
2 Beginning Progress	The student's: <ul style="list-style-type: none"> <li>• Narrative contains sequence of events that is not in order; support is needed.</li> <li>• Narrative does not include the characters' reactions;</li> </ul>	<ul style="list-style-type: none"> <li>• Events may be missing and/or present but out of order.</li> <li>• Plot is difficult to follow</li> <li>• No sense of closure is evident.</li> </ul>

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	support is needed.	
1 Of Concern	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>lacks</b> a sequence of events.</li> <li>• Narrative does not include the characters' reactions.</li> </ul>	

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Narrative - Development W.K.3	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>effectively</b> uses pictures and words to describe characters, setting, and events.</li> </ul>	
3 Approaching Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>adequately</b> uses pictures and some words to describe characters, setting, and events.</li> </ul>	
2 Beginning Progress	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative uses pictures to describe characters, setting, and/or events; support is needed.</li> </ul>	

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<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>lacks</b> details about characters, setting, and events.</li> </ul>	
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<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Narrative - Language and Vocabulary W.K.3</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>effectively</b> uses vivid descriptive words.</li> <li>• Narrative <b>effectively</b> uses sequence words to tell about events.</li> </ul>	<ul style="list-style-type: none"> <li>• Vivid Descriptive words: sensory details, adjectives, feeling words, etc.</li> <li>• Sequence words: First, Next, Then, Last</li> </ul>
<p>3 Approaching Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative <b>adequately</b> uses vivid descriptive words.</li> <li>• Narrative <b>adequately</b> uses sequence words to tell about events.</li> </ul>	
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative uses a few descriptive words; support is needed.</li> <li>• Narrative uses no sequence words to tell about events; support is needed.</li> </ul>	



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1 Of Concern	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Narrative uses vague words.</li> <li>• Narrative uses no sequence words to tell about events.</li> </ul>	

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Informative - Focus W.K.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Informative <b>effectively</b> establishes and <b>maintains</b> a topic throughout the writing.</li> <li>• Key details <b>effectively</b> support the main topic.</li> </ul>	
3 Approaching Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Informative <b>adequately</b> establishes a topic.</li> <li>• Key details <b>adequately</b> support the main topic.</li> </ul>	
2 Beginning Progress	<p>The student's:</p> <ul style="list-style-type: none"> <li>• Informative contains a topic that is confusing or unrelated; support is needed.</li> <li>• Key details are confusing or unrelated to the main topic; support is</li> </ul>	

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	needed.	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>• Informative <b>lacks</b> a clear topic or focus.</li> </ul>	

<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Informative - Organization W.K.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"> <li>• Informative <b>effectively</b> establishes a clear beginning and end.</li> </ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> <li>• Informative <b>adequately</b> establishes a beginning and end.</li> </ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"> <li>• Informative <b>insufficiently</b> establishes a beginning and/or end; support is needed.</li> </ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>• Informative <b>lacks</b> a beginning and end.</li> </ul>	

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<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Informative - Development W.K.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"> <li>• Informative <b>effectively</b> uses <b>strong</b> facts and details.</li> </ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> <li>• Informative <b>adequately</b> uses facts and details.</li> </ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"> <li>• Informative <b>insufficiently</b> uses facts and details; support is needed.</li> </ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>• Informative <b>lacks</b> facts or details. The facts may be weak or nonexistent.</li> </ul>	

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<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Informative - Language & Vocabulary W.K.2	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>effectively</b> uses precise language and domain-specific vocabulary.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>• Informative <b>adequately</b> uses precise language and domain-specific vocabulary.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>• Informative <b>has limited</b> use of precise language and domain-specific vocabulary; support is needed.</li></ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"><li>• Informative <b>lacks</b> precise language and domain-specific vocabulary.</li></ul>	

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<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Opinion: Focus W.K.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"><li>Opinion is <b>clearly</b> stated and <b>effectively</b> supported with reasons.</li></ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"><li>Opinion is stated and <b>adequately</b> supported with reasons.</li></ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"><li>Opinion is stated, but <b>insufficiently</b> supported with reasons; support is needed.</li></ul>	<ul style="list-style-type: none"><li>Some reasons may be unclear or unrelated to the opinion.</li><li>The opinion or reason is not focused on the prompt.</li></ul>
1 Of Concern	The student's: <ul style="list-style-type: none"><li>Opinion may be confusing and <b>lacks</b> reasons.</li></ul>	

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<p><b>Grade Level:</b> Kindergarten</p>	<p><b>Standard:</b> Opinion: Organization W.K.1</p>	
<p><b>Score</b></p>	<p><b>Expectation Descriptor</b></p>	<p><b>Additional Instructional Information</b></p>
<p>4 Proficient</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion is <b>effectively and clearly</b> stated and has a <b>strong</b> ending.</li> <li>● Supporting reasons are given in a logical order.</li> </ul>	
<p>3 Approaching Proficient</p>	<p>The student':</p> <ul style="list-style-type: none"> <li>● Opinion is <b>adequately</b> stated and has an ending.</li> <li>● Supporting reasons are given.</li> </ul>	<ul style="list-style-type: none"> <li>● Minor flaws may be present.</li> </ul>
<p>2 Beginning Progress</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion is <b>insufficiently</b> stated and a missing an ending; support is needed.</li> <li>● Supporting reasons may be given; support is needed.</li> </ul>	
<p>1 Of Concern</p>	<p>The student's:</p> <ul style="list-style-type: none"> <li>● Opinion <b>lacks</b> a stated opinion and/or ending.</li> </ul>	<ul style="list-style-type: none"> <li>● Is hard to follow and unclear.</li> </ul>

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<b>Grade Level:</b> Kindergarten	<b>Standard:</b> Opinion: Development W.K.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	The student's: <ul style="list-style-type: none"> <li>Opinion <b>effectively</b> uses 2 or more <b>strong</b> reasons, that support the opinion.</li> </ul>	
3 Approaching Proficient	The student's: <ul style="list-style-type: none"> <li>Opinion <b>adequately</b> uses 2 or more reasons, that support the opinion.</li> </ul>	
2 Beginning Progress	The student's: <ul style="list-style-type: none"> <li>Opinion uses reasons; support is needed.</li> </ul>	
1 Of Concern	The student's: <ul style="list-style-type: none"> <li>Opinion <b>lacks</b> reasons.</li> </ul>	

<b>Grade Level:</b>	<b>Standard:</b> Opinion: Language & Vocabulary
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Kindergarten	W.K.1	
<b>Score</b>	<b>Expectation Descriptor</b>	<b>Additional Instructional Information</b>
4 Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>Opinion <b>effectively</b> uses linking words appropriate to opinion writing.</li> <li>Opinion <b>effectively</b> uses precise language and domain-specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Linking words such as: and, or, but, because, etc.</li> </ul>
3 Approaching Proficient	<p>The student's:</p> <ul style="list-style-type: none"> <li>Opinion <b>adequately</b> uses linking words appropriate to opinion writing.</li> <li>Opinion <b>adequately</b> uses precise language and domain-specific vocabulary.</li> </ul>	
2 Beginning Progress	<p>The student's:</p> <ul style="list-style-type: none"> <li>Opinion <b>has limited</b> use of linking words appropriate to opinion writing; support is needed.</li> <li>Opinion <b>has limited</b> use of precise language and domain-specific vocabulary; support is needed.</li> </ul>	
1 Of Concern	<p>The student's:</p> <ul style="list-style-type: none"> <li>Opinion <b>lacks</b> linking words.</li> <li>Opinion <b>lacks</b> precise language and domain-specific vocabulary.</li> </ul>	