

Grade K Proficiency Scale for Reading

Performance Standards and Reading Traits	Emerging: The student requires ongoing support. The student demonstrates a beginning understanding of the concepts and competencies relevant to the expected learning. "I don't get it yet, but I'm trying" "I am just getting started and learn best with help"	Developing: The student may require some support. The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning. "I'm starting to get it" "I get some of it. I am beginning to do more on my own"	Proficient: The student works independently. The student demonstrates a solid understanding of the concepts and competencies relevant to the expected learning "I get it." "I can do it on my own."	Extending: The student works independently and goes beyond curricular expectations. The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning. "I go beyond what is expected of me" "I get it and can teach others"
Snapshot	Student is attempting to access basic/beginning texts	Student is reading marginally below grade-level, 'just-right' texts	Student is reading a variety of grade-level texts	Student is reading significantly beyond grade-level text
Skills/Mechanics				
Phonological and Phonemic Awareness	- I can attempt to show understanding of syllables - I can attempt to identify and generate words that rhyme - I can attempt to identify the beginning, medial and end sounds in spoken words - I can attempt to separate words in a sentence	- I can sometimes demonstrate my understanding of syllables - I can identify and generate some words that rhyme - I can identify some beginning, medial and end sounds in spoken words - I can identify some separate words in a sentence	- I can demonstrate my understanding of syllables - I can identify and generate words that rhyme - I can identify the beginning, medial and end sounds in spoken words - I can identify separate words in a sentence	- I can show understanding of syllables in a variety of words - I can identify and generate rhyme in more complex and unfamiliar words - I can begin to identify various sounds in a variety of words - I can identify separate words in a complex sentence.
Concepts of Print - 1:1 matching - holds a book - parts of book (front/back cover/ pictures/words) - letters/words/ sentences - punctuation	- I can attempt to hold a book expectedly - I can attempt to identify parts of a book - I can attempt to show understanding of a period, question mark or exclamation mark - I can attempt to explore books with left-to-right directionality - I can attempt to identify what a word is.	- I can hold a book expectedly some of the time - I can sometimes identify parts of a book - I can understand some basic punctuation (. ? !) - I can sometimes explore books with left-to-right directionality - I can show some understanding that sentences are made up of words; separated by spaces	- I can hold a book expectedly - I can identify parts of a book - I can understand basic punctuation (. ? !) - I can explore books with left-to-right directionality - I understand that sentences are made up of words; separated by spaces	- I can hold a book expectedly, with ease and comfort. - I can confidently identify and use parts of a book - I can show knowledge of more than basic punctuation - I can read and explore books with left-to-right directionality - I understand that sentences are made up of words; separated by spaces
Letter/word recognition - upper/lowercase	- I can attempt to recognize a few letters in the alphabet - I can attempt to identify a few letter-sound matches - I can attempt to recognize familiar words, names, environmental print	- I can recognize and name most letters in the alphabet - I can identify some letter-sound matches - I can recognize some familiar words, names, environmental print	- I can recognize and name most letters in the alphabet - I can identify most letter-sound matches - I can recognize familiar words, names, environmental print	- I can identify and name all letters in the alphabet - I can identify the corresponding letter-sound matches - I can recognize familiar words and read some unfamiliar words
Comprehend & Connect	<i>Comprehension is the ability to make meaning using reading/viewing strategies (predicting, questioning, connecting, using pictures and patterns) and information from my own experiences, memory and prior knowledge.</i>			
Using Prior Knowledge	- I can attempt to use my own knowledge, memory and experiences to make meaning	- I can sometimes use my own knowledge, memory and experiences to make meaning	- I can use my own knowledge, memory and experiences to make meaning	- I can use my own knowledge, memory and experiences in various ways to make meaning and deepen understanding.
Predicting	- I can attempt to make predictions using pictures, patterns, memory, prior knowledge	- I can sometimes make predictions, using pictures, patterns, memory and prior knowledge	- I can make predictions, using pictures, patterns, memory and prior knowledge	- I can make predictions in a variety of situations, using pictures, patterns, memory and prior knowledge
Connecting	- I can attempt to make a personal connection to the reading/viewing material	- I can make some personal connections to the reading/viewing material	- I can make personal connections to the reading/viewing material	- I can make deep personal connections to the reading/viewing material
Questioning	- I can attempt to ask questions to construct and clarify meaning of the reading/viewing material	- I can sometimes ask questions to construct and clarify meaning of the reading/viewing material	- I can ask questions to construct and clarify meaning of the reading/viewing material	- I can ask unique questions to construct and clarify meaning of the reading/viewing material
Retelling	- I can attempt to retell part of the reading/viewing material	- I can retell a few parts of the reading/viewing material	- I can retell some elements of the reading/viewing material	- I can retell elements of the reading/viewing material, mostly in correct sequence
Story Elements: Story Structure (Beginning, middle, end) Literary Devices: sound concepts, humorous, creative	- I can attempt to identify beginning, middle, end of a story (first, then, last) I can attempt to recognize and understand literary devices in text	- I can sometimes identify the beginning, middle, end of a story (first, then, last) - I can sometimes recognize and understand literary devices in text	- I can identify beginning, middle, end of a story (first, then/next, last) - I can recognize and understand literary devices in text	- I can identify beginning, middle, end in a variety of stories (first, then, next, last) - I can demonstrate a sophisticated understanding of literary devices in text
Ideas and Opinions	- I can attempt to share my ideas, feelings, opinions and preferences about the reading/viewing material	- I can sometimes share my ideas, feelings, opinions and preferences about the reading/viewing material	- I can use language to share my ideas, feelings, opinions and preferences about the reading/viewing material	- I can use language to share my ideas, feelings, opinions and preferences about the reading/viewing material
Metacognition goal-setting, questioning, reflecting, self-evaluating	- I can attempt to talk/think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop awareness of myself as a reader	- I can sometimes talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader	- I can talk and think about my learning through reflecting, questioning, goal-setting and self-evaluating to develop an awareness of myself as a reader	- I can think about my learning through talk, reflection, questioning, goal-setting and self-evaluating to show a sophisticated awareness of myself as a reader