

KINDERGARTEN – MINIMUM INSTRUCTIONAL BENCHMARK SUMMARY SHEET

STUDENT: _____

CURRENT SCHOOL YEAR: _____

READING	
<input type="checkbox"/>	Expresses wants, needs, and thoughts in primary language [1] •
<input type="checkbox"/>	Retells a story [2] •
<input type="checkbox"/>	Moves hand in space from left to right [3]
<input type="checkbox"/>	Understands left-to-right progression on the page and top-to- bottom directions [4] •
<input type="checkbox"/>	Has book and print awareness [5]
<input type="checkbox"/>	Understands return sweep; identifies direction which print is read [6]
<input type="checkbox"/>	Recognizes print in the environment [7] •
<input type="checkbox"/>	Reads some environmental print (signs/labels) [8] •
<input type="checkbox"/>	Reproduces a pattern using concrete objects [9]
<input type="checkbox"/>	Listens attentively to a story [10] °
<input type="checkbox"/>	Engages in reading-like activities [11]
<input type="checkbox"/>	Joins in reading of familiar books [12] •
<input type="checkbox"/>	Begins to read predictable/pattern books [13] •
<input type="checkbox"/>	Dictates a story [14] •
<input type="checkbox"/>	Identifies words in an experience story [15] •
<input type="checkbox"/>	Understands that print conveys meaning [16] °
<input type="checkbox"/>	Retells a personal story [17] •
<input type="checkbox"/>	Responds to questions in conversation using words and phrases in the primary language [18] •
<input type="checkbox"/>	Participates in conversation while interacting with peers [19] •
<input type="checkbox"/>	Sequences in proper order [20] •
<input type="checkbox"/>	Recalls sequence of events [21] •
<input type="checkbox"/>	Uses positional words [22] •
<input type="checkbox"/>	Speaks in sentences [23] •
<input type="checkbox"/>	Points to and says the letters in his/her name [24]
<input type="checkbox"/>	Names printed letters [25]
<input type="checkbox"/>	Matches uppercase and lowercase letters [26]
<input type="checkbox"/>	Responds to a cue word with a word that begins with the same sound [27]
<input type="checkbox"/>	Responds to cue words that end with the same sound [28]

WRITING	
<input type="checkbox"/>	Retells a story [1] •
<input type="checkbox"/>	Responds to questions in conversations using words and phrases in the primary language [2] •
<input type="checkbox"/>	Participates in conversation while interacting with peers [3] •
<input type="checkbox"/>	Sequences in proper order [4] •
<input type="checkbox"/>	Describes a sequence of events [5] •
<input type="checkbox"/>	Uses positional words [6] •
<input type="checkbox"/>	Speaks in sentences [7] •
<input type="checkbox"/>	Expresses wants, needs, and thoughts in basic writing forms (scribble) [8] •
<input type="checkbox"/>	Identifies alphabet letters when shown in combination of alphabet letters, numerals, and other symbols [9]
<input type="checkbox"/>	Engages in pre-writing activities [10] °
<input type="checkbox"/>	Draws a picture that conveys meaning to a story [11] °
<input type="checkbox"/>	Communicates by making marks/symbols on a page that possesses meaning/thoughts of the student (journal dictation or writing) [12] °
<input type="checkbox"/>	Identifies and begins to spell simple sight words that have meaning to the student [13] °
<input type="checkbox"/>	Begins to write simple sentences that have meaning to the student [14] °
<input type="checkbox"/>	Positions paper in order to write in a left-to-right progression and moving from top to bottom on the page [15]
<input type="checkbox"/>	Traces shapes [16]
<input type="checkbox"/>	Reproduces and begins to write uppercase and lowercase letters in a natural setting and for a meaningful purpose [17]
<input type="checkbox"/>	Reproduces a visual pattern [18]
<input type="checkbox"/>	Writes first name legibly [19]
<input type="checkbox"/>	Participates in the pre-writing process (draft, re write, finalize) [20] °

MATHEMATICS	
<input type="checkbox"/>	Recognizes and identifies patterns [1]
<input type="checkbox"/>	Reproduces and describes patterns [2] °
<input type="checkbox"/>	Models, extends, and describes patterns using a variety of materials and activities [3] °
<input type="checkbox"/>	Collects data, models, and constructs graphs using real objects [4]
<input type="checkbox"/>	Interprets, explains, and analyzes data found in graphs [5] °
<input type="checkbox"/>	Explores and discusses “always,” “maybe,” and “never” events [6] •
<input type="checkbox"/>	Models and discusses terms of comparison such as more/less, taller/shorter, heavier/lighter, hotter/colder, and before/after [7] °
<input type="checkbox"/>	Measures the length, weight, and capacity of objects using nonstandard units [8]
<input type="checkbox"/>	Investigates volume (holds more, less, or about the same) using different shaped containers and materials [9] •
<input type="checkbox"/>	Recognizes the clock and calendar as a measurement of time [10]
<input type="checkbox"/>	Applies mathematical language by telling when a certain measure is “too many,” “not enough,” “just right,” “more than,” “less than,” or “equal to” for a given situation [11] °
<input type="checkbox"/>	Traces, cuts, and manipulates shapes [12]
<input type="checkbox"/>	Classifies, compares, and contrasts by name various shapes (e.g., square, rectangle, circle, cube, prism, sphere, cone, and cylinder) [13] °
<input type="checkbox"/>	Demonstrates the understanding of position words (e.g., in, above, below, over, under, beside) [14] •
<input type="checkbox"/>	Explores symmetry concepts through real world models and artwork [15]
<input type="checkbox"/>	Explores two- and three-dimensional shapes utilizing technology [16]
<input type="checkbox"/>	Explores addition and subtraction of number 1 to 10 [17]

Each number in brackets indicates the instructional benchmark from the Instructional Intervention Supplements (Benchmarks, Informal Assessments, Strategies) for the PreKindergarten Curriculum; Reading Grades K – 3, 4 – 8; Writing Grades K – 3, 4- 8; Math K – 8 and to the frameworks distributed by the Mississippi Department of Education. Refer to these supplements for detailed directions.

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READING	
<input type="checkbox"/>	Responds to a cue word with a word that rhymes [29] °
<input type="checkbox"/>	Identifies the relationship between letters and sounds [30]
<input type="checkbox"/>	Distinguishes sound units/syllables (clapping, stomping, finger tapping) [31] •
<input type="checkbox"/>	Makes up pairs of rhyming words [32] •
<input type="checkbox"/>	Recognizes two words that begin with the same sound (phoneme) [33] •
<input type="checkbox"/>	Isolates and pronounces the beginning sound in a word [34] •
<input type="checkbox"/>	Blends sounds in two phonemic words (e.g., at-a-t, me-m-e) [35] •
<input type="checkbox"/>	Interprets a picture orally [36] •
<input type="checkbox"/>	Produces an imagined story to accompany pictures [37] •
<input type="checkbox"/>	Predicts an outcome [38] •
<input type="checkbox"/>	Develops an awareness of cause and effect [39] •
<input type="checkbox"/>	Makes transfer of knowledge through demonstrated application [40] •
<input type="checkbox"/>	Begins to differentiate reality from fantasy [41] °
<input type="checkbox"/>	Understands position words (e.g., in, on, above, below, under, over, beside, front, back, etc.) [42] •
<input type="checkbox"/>	Reproduces a visual pattern [43]
<input type="checkbox"/>	Approximates writing using scribbling/drawing to communicate an idea [44] °
<input type="checkbox"/>	Begins to use letters to communicate ideas [45]
<input type="checkbox"/>	Traces shapes [46]
<input type="checkbox"/>	Draws an enclosed space that is recognizable (e.g., circle, box, etc.) [47]
<input type="checkbox"/>	Legibly writes first name from memory [48]
<input type="checkbox"/>	Follows simple directions [49] °
<input type="checkbox"/>	Listens to an age-appropriate story [50] °
<input type="checkbox"/>	Reads and recognizes proper names of classmates [51]
<input type="checkbox"/>	Reads labeled objects in the room [52]
<input type="checkbox"/>	Reads and recognizes words representing familiar objects [53]
<input type="checkbox"/>	No problems

WRITING	
<input type="checkbox"/>	Appropriates writing and uses scribble/drawing to communicate an idea [21] °
<input type="checkbox"/>	Begins to use letters to make words that express ideas [22] °
<input type="checkbox"/>	Writes/draws or dictates for a specific audience [23] °
<input type="checkbox"/>	No problems

MATHEMATICS	
<input type="checkbox"/>	Counts and models a set of objects 0 to 10 (or greater) [18]
<input type="checkbox"/>	Counts forward and backward 1 to 10 (or greater) [19]
<input type="checkbox"/>	Recognizes and writes numbers 0 to 10 (or greater) [20]
<input type="checkbox"/>	Determines “first” through “tenth,” “next,” and “last” positions [21] •
<input type="checkbox"/>	Applies mathematical language by telling when a certain number is “too much,” “not enough,” “just right,” “more than,” or “equal to” for a given situation [22] •
<input type="checkbox"/>	Introduces fraction terms and concepts including “fractions,” “whole,” “all,” “part,” “some,” and “none” [23] •
<input type="checkbox"/>	Uses a variety of multimedia and technology to explore number concepts [24]
<input type="checkbox"/>	No problems

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