



ENGLISH LANGUAGE ARTS (ELA)

Performance Level Descriptors Grade Kindergarten

Range Performance Level Descriptors			
Standard	Needs Support	Demonstrates Proficiency	Demonstrates Mastery
	The student's performance is not yet proficient and indicates a minimal or partial understanding and application of key academic content standards defined for Michigan students. The student needs intervention and support to improve achievement.	The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.	The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
Reading Literary Text			
	A student at this level	A student at this level	A student at this level
K.RL.1	<ul style="list-style-type: none"> with prompting and support, asks or answers questions about explicit key details in literary texts of low complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about key details in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about key details in literary texts of moderate-to-high complexity.
K.RL.2	<ul style="list-style-type: none"> with prompting and support, attempts to retell familiar stories of low complexity using minimal details. 	<ul style="list-style-type: none"> with prompting and support, retells familiar stories of low-to-moderate complexity, including key details. 	<ul style="list-style-type: none"> with prompting and support, retells familiar stories of moderate-to-high complexity, including key details.
K.RL.3	<ul style="list-style-type: none"> with prompting and support, attempts to identify characters, settings, and major events in stories of low complexity. 	<ul style="list-style-type: none"> with prompting and support, identifies characters, settings, and major events in stories of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, consistently identifies characters, settings, and major events in stories of moderate-to-high complexity.
K.RL.4	<ul style="list-style-type: none"> asks or answers questions about unknown words in literary texts of low complexity. 	<ul style="list-style-type: none"> asks and answers questions about unknown words in literary texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> asks and answers questions about unknown words in literary texts of moderate-to-high complexity.
K.RL.5	<ul style="list-style-type: none"> attempts to recognize common types of literary texts. 	<ul style="list-style-type: none"> recognizes common types of literary texts. 	<ul style="list-style-type: none"> consistently recognizes common types of literary texts.
K.RL.6	<ul style="list-style-type: none"> with prompting and support, inconsistently names the author and illustrator of a story and/or defines the role of each in telling the story. 	<ul style="list-style-type: none"> with prompting and support, names the author and illustrator of a story and defines the role of each in telling the story. 	<ul style="list-style-type: none"> with prompting and support, consistently names the author and illustrator of a story and defines the role of each in telling the story.

K.RL.7	<ul style="list-style-type: none"> with prompting and support, inconsistently describes relationships between illustrations and the story in which they appear. 	<ul style="list-style-type: none"> with prompting and support, describes the relationships between illustrations and the story in which they appear. 	<ul style="list-style-type: none"> with prompting and support, consistently describes the relationships between illustrations and the story in which they appear.
K.RL.9	<ul style="list-style-type: none"> with prompting and support, attempts to compare and/or contrast experiences of characters in familiar stories of low complexity. 	<ul style="list-style-type: none"> with prompting and support, compares and contrasts the adventures and experiences of characters in familiar stories of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, consistently compares and contrasts the adventures and experiences of characters in familiar stories of moderate-to-high complexity.

Reading Informational Text

	A student at this level	A student at this level	A student at this level
K.RI.1	<ul style="list-style-type: none"> with prompting and support, asks or answers questions about explicit key details in informational texts of low complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about key details in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about key details in informational text of moderate-to-high complexity.
K.RI.2	<ul style="list-style-type: none"> with prompting and support, attempts to identify the main topic and/or retells explicit key details of informational texts of low complexity. 	<ul style="list-style-type: none"> with prompting and support, identifies the main topic and retells key details of informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, identifies the main topic and retells key details of informational texts of moderate-to-high complexity.
K.RI.3	<ul style="list-style-type: none"> with prompting and support, identifies the simple connection between two individuals, events, ideas, or pieces of information in informational texts of low complexity. 	<ul style="list-style-type: none"> with prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, describes the connection between two individuals, events, ideas, or pieces of information in informational texts of moderate-to-high complexity.
K.RI.4	<ul style="list-style-type: none"> with prompting and support, asks or answers questions about unknown words in informational texts of low complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about unknown words in informational texts of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, asks and answers questions about unknown words in informational texts of moderate-to-high complexity.
K.RI.5	<ul style="list-style-type: none"> inconsistently identifies the front cover, back cover, and/or title page of a book. 	<ul style="list-style-type: none"> identifies the front cover, back cover, and title page of a book. 	<ul style="list-style-type: none"> consistently identifies the front cover, back cover, and title page of a book.

<p>K.RI.6</p>	<ul style="list-style-type: none"> inconsistently names the author and illustrator of a text and/or defines the role of each in presenting the ideas or information in a text. 	<ul style="list-style-type: none"> names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text. 	<ul style="list-style-type: none"> consistently names the author and illustrator of a text and defines the role of each in presenting the ideas or information in a text.
<p>K.RI.7</p>	<ul style="list-style-type: none"> with prompting and support, attempts to describe simple relationships between illustrations and a text in which they appear. 	<ul style="list-style-type: none"> with prompting and support, describes the relationships between illustrations and the text in which they appear. 	<ul style="list-style-type: none"> with prompting and support, consistently describes the relationships between illustrations and the text in which they appear.
<p>K.RI.8</p>	<ul style="list-style-type: none"> with prompting and support, attempts to identify a reason an author gives to support points in a text of low complexity. 	<ul style="list-style-type: none"> with prompting and support, identifies the reasons an author gives to support points in a text of low-to-moderate complexity. 	<ul style="list-style-type: none"> with prompting and support, identifies the reasons an author gives to support points in a text of moderate-to-high complexity.
<p>K.RI.9</p>	<ul style="list-style-type: none"> with prompting and support, attempts to identify basic similarities in and/or differences between two texts of low complexity on the same topic. 	<ul style="list-style-type: none"> with prompting and support, identifies basic similarities in and differences between two texts of low-to-moderate complexity on the same topic. 	<ul style="list-style-type: none"> with prompting and support, identifies similarities in and differences between two texts of moderate-to-high complexity on the same topic.

Reading Foundational Skills

<p>K.RF.1</p>	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates minimal understanding of the organization and basic features of print by inconsistently <ul style="list-style-type: none"> following words from left to right, top to bottom, and page by page. recognizing that spoken words are represented in written language by specific sequences of letters. recognizing and naming some upper- and lowercase letters of the alphabet. 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates understanding of the organization and basic features of print by <ul style="list-style-type: none"> following words from left to right, top to bottom, and page by page. recognizing that spoken words are represented in written language by specific sequences of letters. recognizing and naming all upper- and lowercase letters of the alphabet. 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates a thorough understanding of the organization and basic features of print by consistently <ul style="list-style-type: none"> following words from left to right, top to bottom, and page by page. recognizing that spoken words are represented in written language by specific sequences of letters. recognizing and naming all upper- and lowercase letters of the alphabet.
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<p>K.RF.2</p>	<ul style="list-style-type: none"> • demonstrates understanding of spoken words, syllables, and sounds by inconsistently <ul style="list-style-type: none"> ○ recognizing and producing rhyming words. ○ blending and segmenting onsets and rimes of single-syllable spoken words. ○ isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme words. ○ adding or substituting individual sounds in simple one-syllable words to make new words. 	<ul style="list-style-type: none"> • demonstrates understanding of spoken words, syllables, and sounds by <ul style="list-style-type: none"> ○ recognizing and producing rhyming words. ○ blending and segmenting onsets and rimes of single-syllable spoken words. ○ isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme words. ○ adding or substituting individual sounds in simple one-syllable words to make new words. 	<ul style="list-style-type: none"> • demonstrates understanding of spoken words, syllables, and sounds by consistently <ul style="list-style-type: none"> ○ recognizing and producing rhyming words. ○ blending and segmenting onsets and rimes of single-syllable spoken words. ○ isolating and pronouncing the initial, medial vowel, and final sounds in three-phoneme words. ○ adding or substituting individual sounds in simple one-syllable words to make new words.
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Writing

<p>K.W.1</p>	<p>A student at this level</p> <ul style="list-style-type: none"> • uses a combination of drawing and writing to compose opinion pieces by inconsistently telling a reader the topic or the name of the book being written about and attempting to state an opinion or preference about the topic or book. 	<p>A student at this level</p> <ul style="list-style-type: none"> • uses a combination of drawing and writing to compose opinion pieces by telling a reader the topic or the name of the book being written about and stating an opinion or preference about the topic or book. 	<p>A student at this level</p> <ul style="list-style-type: none"> • uses a combination of drawing and writing to compose opinion pieces by consistently telling a reader the topic or the name of the book being written about and stating an opinion or preference about the topic or book.
<p>K.W.2</p>	<ul style="list-style-type: none"> • uses a combination of drawing and writing to compose informative/explanatory texts by inconsistently naming what is being written about and supplying minimal information about the topic. 	<ul style="list-style-type: none"> • uses a combination of drawing and writing to compose informative/explanatory texts by naming what is being written about and supplying some information about the topic. 	<ul style="list-style-type: none"> • uses a combination of drawing and writing to compose informative/explanatory texts by consistently naming what is being written about and supplying relevant information about the topic.

<p>K.W.3</p>	<ul style="list-style-type: none"> uses a combination of drawing and writing to narrate a single event and attempt to provide a reaction to what happened. 	<ul style="list-style-type: none"> uses a combination of drawing and writing to narrate a single event or several loosely linked events by telling about the events in the order in which they occurred and providing a reaction to what happened. 	<ul style="list-style-type: none"> uses a combination of drawing and writing to narrate a single event or several loosely linked events by consistently telling about the events in the order in which they occurred and providing a relevant reaction to what happened.
<p>K.W.6</p>	<ul style="list-style-type: none"> with guidance and support, attempts to explore a variety of digital tools to produce and publish writing. 	<ul style="list-style-type: none"> with guidance and support, explores a variety of digital tools to produce and publish writing. 	<ul style="list-style-type: none"> with minimal guidance and support, explores a variety of digital tools to produce and publish writing.

Language

<p>K.L.1</p>	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates limited command of the conventions of standard English grammar and usage when writing by inconsistently <ul style="list-style-type: none"> using frequently occurring nouns and verbs. forming regular plural nouns by adding /s/ or /es/. using question words. using the most frequently occurring prepositions. 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing by <ul style="list-style-type: none"> using frequently occurring nouns and verbs. forming regular plural nouns by adding /s/ or /es/. understanding and using question words. using the most frequently occurring prepositions. 	<p>A student at this level</p> <ul style="list-style-type: none"> demonstrates command of the conventions of standard English grammar and usage when writing by consistently <ul style="list-style-type: none"> using nouns and verbs. forming regular plural nouns by adding /s/ or /es/. understanding and using question words. using prepositions.
<p>K.L.2</p>	<ul style="list-style-type: none"> demonstrates a limited command of the conventions of standard English capitalization, punctuation, and spelling when writing by inconsistently <ul style="list-style-type: none"> capitalizing the first word in a sentence and the pronoun I. recognizing and naming end punctuation. writing a letter or letters for most consonant and short-vowel sounds. 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by <ul style="list-style-type: none"> capitalizing the first word in a sentence and the pronoun I. recognizing and naming end punctuation. writing a letter or letters for most consonant and short-vowel sounds. 	<ul style="list-style-type: none"> demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing by consistently <ul style="list-style-type: none"> capitalizing the first word in a sentence and the pronoun I. recognizing and naming end punctuation. writing a letter or letters for most consonant and short-vowel sounds.

