

**K**

**Student Progress Record for Print Concepts and Phonics**

Interactive features available when using Acrobat Reader:

- Type student names.
- \*Enter UI (Urgent Intervention - red), IN (Intervention - yellow), OW (On Watch - blue), AB (At/Above Benchmark - green) in the box to indicate progress.
- Use these data to form small groups for differentiated instruction.

		Student Names																				
Florida's B.E.S.T. ELA Benchmarks																						
<b>ELA.K.F.1.1: Demonstrate knowledge of the basic concepts of print.</b>																						
Locate a printed word on a page.	ELA.K.F.1.1.a																					
Distinguish letters from words within sentences.	ELA.K.F.1.1.b																					
Match print to speech to demonstrate that language is represented by print.	ELA.K.F.1.1.c																					
Identify parts of a book (front cover, back cover, title page).	ELA.K.F.1.1.d																					
Move top to bottom and left to right on the printed page; returning to the beginning of the next line.	ELA.K.F.1.1.e																					
Identify all upper- and lowercase letters of the alphabet.	ELA.K.F.1.1.f																					
Recognize that print conveys specific meaning and pictures may support meaning.	ELA.K.F.1.1.g																					
<b>ELA.K.F.1.3: Use knowledge of grade-appropriate phonics and word-analysis skills to decode words accurately.</b>																						
Demonstrate knowledge of the most frequent sound for each consonant.	ELA.K.F.1.3.a																					
Demonstrate knowledge of the short and long sounds for the five major vowels.	ELA.K.F.1.3.b																					
Decode consonant-vowel-consonant (CVC) words.	ELA.K.F.1.3.c																					
Encode consonant-vowel-consonant (CVC) words.	ELA.K.F.1.3.d																					

For full understanding of each benchmark, see the benchmark clarifications and appendices provided in the [B.E.S.T. ELA Standards](#).

#### \*Cut Scores

**Urgent Intervention (UI)** Evidence supports the student is at the early stages of skill acquisition. If the student scores below the 10th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then urgent intervention is needed.

**Intervention (IN)** Evidence supports the student showing an increased understanding of the skill. If the student scores between the 10th and 24th percentiles when assessing this skill using progress monitoring tools and other school-based assessment methods, then intervention is needed.

**On Watch (OW)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores between the 25th and 39th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with an on-watch approach providing intervention and/or instructional plan as needed.

**At/Above Grade Level (AB)** Evidence supports the student's ability to apply the skill consistently and independently. If the student scores at or above the 40th percentile when assessing this skill using progress monitoring tools and other school-based assessment methods, then proceed with instructional plan and/or provide enrichment.

#### Glossary

**Decode** - translating a word from print to speech, usually by employing knowledge of letter sound relationships; also, the act of deciphering a new word by sounding it out.

**Encode** - determining the spelling of the word based on the sounds in the word.