



Guidance for Grades K – 2

On and Below Grade Level Determinations

In a standards-based curriculum and assessment system, specific grade-level benchmarks serve as the key reference points in determining the level of student performance.

The St. Johns County Instructional Services Department recommends the following:

- “On Grade Level” applies to students whose instruction is based upon the specific grade-level benchmarks. (For example, a first grader is instructed and assessed on first grade benchmarks.)
- “Below Grade Level” applies to students for whom instruction requires that the previous year’s benchmarks are consistently applied in place of benchmarks designed for the current year.

NOTE:

- The previous message does not imply that reviewing or re-teaching benchmarks from a previous year is always an indication of below grade level work.
- One of the key indicators in determining “on grade level” reading performance is the student’s independent reading level. Please reference the attached chart for guidance in determining grade level proficiency.
- Students may be above grade level in one subject and below in another. Acceleration options exist for single subjects.
- If a student has demonstrated thorough mastery of the current grade level’s standards and requires instruction at the next year’s level, it is recommended that acceleration be considered. The explanation of and protocol for acceleration are described in the Student Progression plan.

Recommended Expectations for Quarterly Text Levels			
Kindergarten	DRA2 (Independent)	F&P (Instructional)	Lexile
End of Q1	A or 1	A	BR40L - 230L
End of Q2	2	B	
End of Q3	3	C	
End of Q4	4	D	
1st Grade	DRA2 (Independent)	F&P (Instructional)	Lexile
End of Q1	8	E	190L - 530L
End of Q2	12	G	
End of Q3	14	H	
End of Q4	16	I	
2nd Grade	DRA2 (Independent)	F&P (Instructional)	Lexile
End of Q1	18	J	420L - 650L
End of Q2	20	K	
End of Q3	24	L	
End of Q4	28	M	