

**Grading Benchmarks – Kindergarten****Language Arts Literacy  
Reading****1. Recognizes upper and lower case letters (RF.K.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student recognizes 11 or below.	Student recognizes 12 to 17.	Student recognizes 18 to 39.	Student recognizes 40+ letters.
<b>2</b>	Student recognizes 17 or below.	Student recognizes 18 to 39.	Student recognizes 40 to 50.	Student recognizes all 52 letters.
<b>3</b>	Student recognizes 39 or below.	Student recognizes 40 to 50.	Student recognizes all 52 letters.	

**2. Identifies letter sounds (RF.K.2; RF.K.3)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student produces 2 or fewer letter sounds.	Student produces 3 to 5 letter sounds.	Student consistently produces 6 to 13 letter sounds.	Student consistently produces 14+ letter sounds.
<b>2</b>	Student produces 5 or fewer letter sounds.	Student produces 6 to 13 letter sounds.	Student consistently produces 14 to 19 letter sounds.	Student consistently produces 20+ letter sounds.
<b>3</b>	Student produces 19 or fewer letter sounds.	Students produces 20 to 25 letter sounds.	Student consistently produces 26 letter sounds.	

**3. Recognizes grade level sight words (RF.K.3)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student recognizes 5 or fewer high frequency words in isolation consistently.	Student recognizes 6 - 15 high frequency words in isolation consistently.	Student consistently recognizes 16 - 20 high frequency words in isolation.	Student recognizes 21 or more high frequency words in isolation consistently.
<b>2</b>	Student recognizes 15 or fewer high frequency words in isolation consistently.	Student recognizes 16 - 30 high frequency words in isolation consistently.	Student consistently recognizes 31 - 50 high frequency words in isolation.	Student recognizes 51 or more high frequency words in isolation and in context consistently.
<b>3</b>	Student recognizes 30 or fewer high frequency words in isolation consistently.	Student recognizes 31 - high frequency word in isolation consistently.	Student recognizes 75 - 85 high frequency words in isolation consistently.	Student recognizes 86 or more high frequency words in isolation consistently.

**4. Reads at grade level with purpose and understanding (RF.K.4; RL.K.10; RI.K.10)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	Student is reading at F&P Instructional Level A	Student is reading at F&P Instructional Level B	Student is reading at F&P Instructional Level C	Student is reading at F&P Instructional Level D or higher
<b>3</b>	Student is reading at F&P Instructional Level B or below	Student is reading at F&P Instructional Level C	Student is reading at F&P Instructional Level D	Student is reading at F&P Instructional Level E or higher

**5. Demonstrates comprehension of a story or text Standards: (RL.K.1; RL.K.2; RL.K.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	Student is unable to: <ul style="list-style-type: none"> <li>Identify the characters in a story.</li> <li>Retell familiar stories or details from non-fiction text.</li> <li>Ask or answer questions about key details in a text or story.</li> </ul>	With prompting and support student is beginning to: <ul style="list-style-type: none"> <li>Identify characters in a story.</li> <li>Retell familiar stories or details from non-fiction text.</li> <li>Ask or answer questions about key details in a text or story</li> </ul>	With prompting and support, student consistently: <ul style="list-style-type: none"> <li>Identifies characters in a story.</li> <li>Retells familiar stories or details from non-fiction text.</li> <li>Asks or answers questions about key details in a text or story</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>Identifies characters in a story.</li> <li>Retells a story in proper sequence</li> <li>Identifies details from non-fiction text.</li> <li>Asks or answers questions, about key details in a text or story.</li> </ul>
<b>2</b>	Student is unable, even with prompting to: <ul style="list-style-type: none"> <li>Retell a story, even with prompting.</li> <li>Identify the topic or main idea of non-fiction text</li> <li>Ask or answer questions about key details in a text or story.</li> </ul>	With prompting and support, student is beginning to: <ul style="list-style-type: none"> <li>Recall events of a story in proper sequence.</li> <li>Identify characters in a story.</li> <li>Retell familiar stories or details from non-fiction text.</li> <li>Ask or answer questions about key details in a text or story.</li> </ul>	Student is able to consistently: <ul style="list-style-type: none"> <li>Retell a story in proper sequence, using characters and setting.</li> <li>Identify characters in a story.</li> <li>Retell familiar stories or details from non-fiction text.</li> <li>Ask or answer questions about key details in a text or story</li> </ul>	In above grade-level text, student consistently: <ul style="list-style-type: none"> <li>Retells a story in proper sequence using character, setting and inferential understanding.</li> <li>Identifies characters in a story.</li> <li>Retells familiar stories or details from non-fiction text.</li> <li>Asks or answers questions about key details in a text or story.</li> </ul>
<b>3</b>	Student is unable, even with prompting to: <ul style="list-style-type: none"> <li>Retell a story.</li> </ul>	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>Recall events of a story in proper sequence.</li> </ul>	Student is able to consistently: <ul style="list-style-type: none"> <li>Retell a story in proper sequence using character, setting and inferential understanding.</li> </ul>	In above grade-level text, student consistently: <ul style="list-style-type: none"> <li>Retells a story in sequence, using characters and setting,</li> </ul>

<ul style="list-style-type: none"> <li>• Identify the topic or main idea of non-fiction text</li> <li>• Ask or answer questions about key details in a text or story.</li> <li>• Recall events of a story in proper sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify characters in a story.</li> <li>• Retell familiar stories or details from non-fiction text.</li> <li>• Ask or answer questions about key details in a text or story.</li> <li>• Student is able to retell a story in proper sequence using characters and setting.</li> </ul>	<ul style="list-style-type: none"> <li>• setting and inferential understanding.</li> <li>• Identify characters in a story.</li> <li>• Retell familiar stories or details from non-fiction text.</li> <li>• Ask or answer questions about key details in a text or story</li> </ul>	<ul style="list-style-type: none"> <li>• while making connections and predictions (displaying higher level thinking). Identifies characters in a story.</li> <li>• Retells familiar stories or details from non-fiction text.</li> <li>• Asks or answers questions about key details in a text or story.</li> </ul>
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**6. Uses various strategies to decode text (RF.K.3; RL.K.4; RI.K.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	When reading unknown words, with prompting and support, student is unable to: <ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	When reading unknown words, with prompting and support, student is beginning to: <ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	When reading unknown words, student is able to use most strategies consistently to: <ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	In above grade-level text, student consistently applies strategies to read unknown words: <ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>
<b>3</b>	When reading unknown words, with prompting and support, student is unable to:	When reading unknown words, with prompting and support, student is beginning to:	When reading unknown words, student is able to use most strategies consistently to:	In above grade-level text, student consistently applies strategies to read unknown words:

<ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>	<ul style="list-style-type: none"> <li>• Use picture clues to determine unknown words</li> <li>• Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant</li> <li>• Associate the long and short sounds with the common spellings (graphemes) for the five major vowels</li> <li>• Read high-frequency and sight words with automaticity</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)</li> </ul>
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**Foundational & Language Skills**

**1. Demonstrates understanding of features of print ( RF.K.1; R L.K.5; RI.K.5)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Receives fewer than 4 points on Concepts of Print Assessment.	Receives 5 to 9 points on Concepts of Print Assessment.	Receives 10 points on Concepts of Print Assessment.	Receives 11 or more points on Concepts of Print Assessment.
2	Receives fewer than 9 points on Concepts of Print Assessment.	Receives 10 to 16 points on Concepts of Print Assessment.	Receives 16 - 20 points on Concepts of Print Assessment.	Receives 21 – 22 points on Concepts of Print Assessment.
3	Receives fewer than 15 points on Concepts of Print Assessment.	Receives 15 - 21 points on Concepts of Print Assessment.	Receives 22 points on Concepts of Print Assessment.	

**2. Demonstrates understanding of spoken words, syllables and sounds (RF.K.2; RF.K.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	Student is unable to: <ul style="list-style-type: none"> <li>• Recognize rhyming words</li> <li>• Produce rhyming words.</li> </ul>	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>• Recognize rhyming words.</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>• Recognize rhyming words.</li> <li>• Produce rhyming words</li> </ul>	Student independently and consistently:

		<ul style="list-style-type: none"> <li>• Produce rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>• Isolate and identify the initial sound in three-phoneme words.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes and produces rhyming words.</li> <li>• Uses rhyming words in context.</li> <li>• Counts syllables in spoken words</li> <li>• Blends and segments onsets and rimes of single syllable spoken words.</li> <li>• Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words.</li> <li>• Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.</li> </ul>
<b>3</b>	<p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Count syllables in spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</li> <li>• Count syllables in spoken words</li> <li>• Blend and segment onsets and rimes of single syllable spoken words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one syllable words to make new ones.</li> </ul>	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>• Recognize and produce rhyming words</li> <li>• Count syllables in spoken words</li> <li>• Blend and segment onsets and rimes of single syllable spoken words.</li> <li>• Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.</li> <li>• Add or substitute individual sounds (phonemes) in simple, one syllable words to make new ones.</li> </ul>	<p>Student consistently</p> <ul style="list-style-type: none"> <li>• Recognizes and produces most rhyming words.</li> <li>• Counts, pronounces, blends and segments syllables in spoken words.</li> <li>• Blends and segments onsets and rimes of single syllable spoken words.</li> <li>• Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words.</li> <li>• Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.</li> </ul>	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>• Recognizes and produces rhyming words.</li> <li>• Uses rhyming words in context.</li> <li>• Counts syllables in spoken words</li> <li>• Blends and segments onsets and rimes of single syllable spoken words.</li> <li>• Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words.</li> <li>• Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.</li> </ul>

**3. Knows and applies grade level phonics and word analysis skills when decoding words (RF.K.1; RF.K.2; RF.K.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	Student is unable to use letter sounds and word analysis skills to decode unknown words.	Student inconsistently uses learned letter sounds and word analysis skills to decode unknown words.	Student independently uses learned letter sounds and word	Student independently uses learned letter sounds and word analysis skills to decode

	<p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Distinguish beginning sounds that have been presented.</li> <li>• Distinguish ending sounds that have been presented.</li> </ul>	<p>Student is sometimes able to:</p> <ul style="list-style-type: none"> <li>• Distinguish beginning sounds that have been presented.</li> <li>• Distinguish ending sounds that have been presented.</li> </ul>	<p>analysis skills to decode unknown words.</p> <p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Distinguishes beginning sounds that have been presented.</li> <li>• Distinguishes ending sounds that have been presented.</li> </ul>	<p>multisyllabic words in above grade level text.</p> <p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>• Distinguishes all beginning sounds and can produce a word for each.</li> <li>• Distinguishes all ending sounds.</li> </ul>
<b>3</b>	<p>Student is unable to use letter sounds and word analysis skills to decode unknown words.</p> <p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Produce all introduced sounds when decoding words.</li> <li>• Distinguish between similarly spelled words.</li> </ul>	<p>Student inconsistently uses learned letter sounds and word analysis skills to decode unknown words.</p> <p>Student is sometimes able to:</p> <ul style="list-style-type: none"> <li>• Produces all introduced sounds when decoding words.</li> <li>• Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul>	<p>Student independently uses learned letter sounds and word analysis skills to decode unknown words.</p> <p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Produces all introduced sounds when decoding words.</li> <li>• Distinguishes between similarly spelled words by identifying the letter sounds that differ.</li> </ul>	<p>Student independently uses learned letter sounds and word analysis skills to decode multisyllabic words in above grade level text.</p> <p>Student independently and consistently:</p> <ul style="list-style-type: none"> <li>• Produces all introduced sounds when decoding words in above grade level text.</li> <li>• Distinguishes between similarly spelled words by identifying the letter sounds that differ.</li> </ul>

**4. Determines meanings of words using a variety of strategies (RF.K.3)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>ALL</b>	<p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple- meaning words and phrases.</li> <li>• Identify new meanings for familiar words and apply them accurately</li> <li>• Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</li> </ul>	<p>With prompting and support student is able to:</p> <ul style="list-style-type: none"> <li>• Determine or clarify the meaning of unknown and multiple- meaning words and phrases.</li> <li>• Identify new meanings for familiar words and apply them accurately</li> <li>• Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple- meaning words and phrases.</li> <li>• Identifies new meanings for familiar words and apply them accurately</li> <li>• Uses the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</li> </ul>	<p>In above grade-level text, student consistently:</p> <ul style="list-style-type: none"> <li>• Determines or clarifies the meaning of unknown and multiple- meaning words and phrases.</li> <li>• Identifies new meanings for familiar words and apply them accurately</li> <li>• Uses the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identifies real-life connections between words and their use.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identifies real-life connections between words and their use.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores word relationships and nuances in word meanings.</li> <li>• Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identifies real-life connections between words and their use.</li> <li>• Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores word relationships and nuances in word meanings.</li> <li>• Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>• Identifies real-life connections between words and their use.</li> <li>• Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ul>
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**Language Arts Literacy**  
**Writing**

**1. Organizes and sequences ideas into a story (W.K.1; W.K.2; W.K.3)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student is unable to: <ul style="list-style-type: none"> <li>• Generate relevant ideas on a specific topic.</li> <li>• Name the topic they are telling, sketching, dictating or writing about.</li> </ul>	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>• Generate relevant ideas on a specific topic.</li> <li>• Name the topic they are telling, sketching, dictating or writing about.</li> </ul>	<b>Student is consistently able to:</b> <ul style="list-style-type: none"> <li>• Generate relevant ideas on a specific topic.</li> <li>• Name the topic they are telling, sketching, dictating or writing about.</li> <li>• Includes at least one relevant detail.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Demonstrates organization when telling and sketching a story and includes parts relevant to the story.</li> <li>• Dictates or uses a relevant label when sketching.</li> <li>• Includes three relevant details.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student’s ideas are unrelated.</li> <li>• Organization is not yet evident.</li> <li>• Significant parts or details are not included in oral retell or sketching</li> <li>• Student does not yet dictate a label for pictures or sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some organization and order when telling or sketching a story.</li> <li>• Student adds a relevant detail.</li> <li>• Student dictates a label that is partially related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates organization when telling and sketching a story and includes parts relevant to the story.</li> <li>• Student dictates or uses a relevant label when sketching.</li> </ul>	Student’s telling sketching, and writing are organized with a beginning, middle and end and include four or more relevant details.

			<ul style="list-style-type: none"> <li>• Student includes three relevant details.</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Student’s ideas are unrelated.</li> <li>• Organization is not yet evident.</li> <li>• Significant parts or details are not included in oral retell or sketching</li> <li>• Student does not yet dictate a label for pictures or sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some organization and order when telling or sketching a story.</li> <li>• Student adds a relevant detail.</li> <li>• Student dictates a label that is partially related to the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates organization when telling and sketching a story and includes parts relevant to the story.</li> <li>• Student dictates or uses a relevant label when sketching.</li> <li>• Student includes three relevant details.</li> </ul>	Student’s telling sketching, and writing are organized with a beginning, middle and end and include four or more relevant details.

**2. Uses pictures and words to express ideas (W.K.1; W.K.2; W.K.3)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student does not draw pictures or dictate to express ideas.	Students draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student consistently draws pictures and dictates to express ideas.
<b>2</b>	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling).	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing).
<b>3</b>	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling).	Student draws pictures, dictates, and uses “writing” (decodable words, high-frequency words) to express ideas in a sentence most of the time.	Student consistently draws pictures and “writes”, using more than one sentence to elaborate.

**3. Elaborates by using details and descriptions (W.K.3; W.K.5)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	Makes little or no attempt to add detail to pictures or text based on feedback from teacher or peers.	Attempts to add more details to pictures and/or text based on feedback from others or may add details at times.	Adds more details to pictures and/or text based on feedback from others.	Independently adds details to pictures and/or text.



<b>3</b>	Makes little or no attempt to add detail to pictures or text based on feedback from teacher or peers.	Attempts to add more details to pictures and/or text based on feedback from others or may add details at times.	Adds more details to pictures and/or text based on feedback from others.	Independently adds details to pictures and/or text.
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**4. Uses developmental spelling ( L.K.2)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student is unable to write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student consistently: <ul style="list-style-type: none"> <li>• Writes a letter or letters for all consonant and short vowel sounds.</li> <li>• Spells simple words phonetically using knowledge of sound-letter relationships.</li> </ul>
<b>2</b>	Student is able to write a letter or letters for a few consonant and short vowel sounds.	Student sometimes or rarely: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds when spelling simple words or taught high frequency words.</li> <li>• Can identify letter(s) for given sounds in isolation but may struggle to put the sounds in context of the whole word.</li> </ul>	Student frequently: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds when spelling some simple words.</li> <li>• Spells many taught high frequency words accurately.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds when spelling most simple words.</li> <li>• Spells all taught high frequency words accurately.</li> <li>• Transfers to independent writing.</li> </ul>
<b>3</b>	With prompting and support student: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds to spell simple words phonetically, but rarely transfers to independent writing.</li> <li>• Struggles to spell high frequency words accurately.</li> </ul>	Student sometimes or rarely: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds to spell simple words in isolation.</li> <li>• Transfers to independent writing.</li> </ul>	Student frequently: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds when spelling some simple words.</li> <li>• Spells many taught high frequency words accurately.</li> <li>• Transfers to independent writing.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Uses knowledge of taught letter sounds when spelling simple and complex words.</li> <li>• Spells all taught high frequency words accurately.</li> <li>• Applies knowledge of sound-letter relationships to spell untaught words accurately.</li> </ul>

**Language Arts Literacy**  
**Language**

**1. Applies word study skills and strategies (phonics, spelling, vocabulary) to written work. Writes/draws about learned vocabulary (L.K.4; L.K.5; L.K. 6)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Unable to draw, write or tell about learned vocabulary.	With teacher prompting and support, creates a basic drawing that matches learned vocabulary, or tells the meaning in their own words.	Independently creates a basic drawing that matches learned vocabulary, or tells the meaning in their own words.	Independently creates a well-developed drawing that matches learned vocabulary, or tells about the word, and begins to write about the word.
<b>2</b>	With teacher prompting and support, creates a basic drawing that matches learned vocabulary.	Independently creates a basic drawing that matches learned vocabulary.	Independently creates a well-developed drawing that matches learned vocabulary and begins to write about the word.	Independently creates a well-developed drawing that matches learned vocabulary and writes about the word.
<b>3</b>	Independently creates a basic drawing that matches learned vocabulary.	Independently creates a well-developed drawing that matches learned vocabulary and begins to write about the word.	Independently creates a well-developed drawing that matches learned vocabulary and writes about the word.	Independently creates a well-developed drawing that matches learned vocabulary and writes about the word using higher level thinking.

**2. Applies writing mechanics (punctuation, capitalization, complete sentences) (L.K.1; L.K.2)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student does not demonstrate understanding of key concepts of grammar, usage and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including: <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun "I".</li> </ul>	Student demonstrates understanding of key concepts of grammar, usage and mechanics including: <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun "I".</li> </ul>	Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including: <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name</li> <li>• Capitalizing the pronoun "I".</li> </ul>
<b>2</b>	Student does not demonstrate understanding of key concepts of grammar, usage and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including:	Student demonstrates understanding of key concepts of grammar, usage and mechanics including:	Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including:

		<ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun “I”.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun “I”.</li> <li>• Beginning to use ending punctuation including periods and question mark.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name</li> <li>• Capitalizing the pronoun “I”.</li> <li>• Correct use of ending punctuation marks including period and question mark.</li> </ul>
<b>3</b>	Student does not demonstrate understanding of key concepts of grammar, usage and mechanics.	<p>Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including:</p> <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun “I”.</li> <li>• Capitalizing the first word in a sentence.</li> <li>• Use of ending punctuation including period and question mark.</li> <li>• Use of complete sentences.</li> </ul>	<p>Student demonstrates understanding of key concepts of grammar, usage and mechanics including:</p> <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name.</li> <li>• Capitalizing the pronoun “I”.</li> <li>• Capitalizing the first word in a sentence.</li> <li>• Use of ending punctuation including period, question mark and exclamation point.</li> <li>• Use of complete sentences.</li> </ul>	<p>Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including:</p> <ul style="list-style-type: none"> <li>• Capitalizing the first letter of his/her name</li> <li>• Capitalizing the pronoun “I”.</li> <li>• Capitalizing the first word in a sentence.</li> <li>• Correct use of ending punctuation including period, question mark and exclamation point.</li> <li>• Use of commas to separate words in a series.</li> <li>• Use of complex/compound sentences.</li> </ul>

**3. Forms letters and numbers correctly ( RF.K.1; L.K.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Student copies a few letters and numbers correctly. Able to use letters and scribbles in various places on the paper.	Student copies most letters and numbers correctly. Able to string letters together in a single line.	Student copies all letters and numbers that have been presented correctly. Inconsistently able to use spaces to separate strings of letters. Begins to use spaces to separate words.	Student writes all upper and lower case letters and numbers correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.
<b>2</b>	Student copies most letters and numbers correctly. Able to string letters together in a single line.	Student copies all letters and numbers that have been presented correctly. Inconsistently able to use spaces to separate strings of letters.	Student writes most letter and numbers that have been presented correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.	Student writes own name with capitals and lowercase letters and all numbers correctly .Consistently and independently able to use spaces and directionality.

<b>3</b>	Students writes some letters and numbers correctly. Inconsistently able to use spaces to separate strings of letters.	Student writes most letters and numbers correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.	Student writes all upper and lower case letters and numbers correctly. Consistently and independently able to use spaces and directionality.	Student writes all upper and lower case letters correctly and applies in all areas of writing. Student writes all numbers correctly. Consistently and independently able to write 2 or more sentences in a story format.
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**Language Arts Literacy  
Listening and Speaking**

**1. Expresses ideas clearly and effectively (SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.6)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>ALL</b>	Student seldom: <ul style="list-style-type: none"> <li>Expresses ideas in complete sentences.</li> <li>Follows implicit rules for conversation</li> </ul>	Student is able to: <ul style="list-style-type: none"> <li>Use simple sentences</li> <li>Share stories, familiar experiences and interests.</li> <li>Speak clearly enough to be understood by most audiences.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>Uses complex sentences</li> <li>Shares stories, familiar experiences and interests.</li> <li>Speaks clearly enough to be understood by all audiences using appropriate volume.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>Describes people, places, things and events with relevant details.</li> <li>Expresses ideas and feeling clearly.</li> </ul>

**2. Participates in group discussions actively and appropriately (SL.K.1; SL.K.2; SL.K.3; SL.K.4; SL.K.6)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>ALL</b>	Student rarely participates in conversations with peers and adults about kindergarten topics and texts.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and text.	Student has achieved grade-level expectations, restates key elements and asks questions for clarification.

**Social Studies**

**1. Demonstrates an understanding of concepts.**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	Student rarely or is unable to:	Student occasionally:	Student:	Student consistently: <ul style="list-style-type: none"> <li>Demonstrates an advanced understanding of key</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts, content, and vocabulary presented.</li> <li>• Participate in discussions and activities related to social studies topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• May requires teacher support.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<p>concepts, content, and vocabulary presented.</p> <ul style="list-style-type: none"> <li>• Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>
2	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts, content, and vocabulary presented.</li> <li>• Participate in discussions and activities related to social studies topics.</li> </ul>	<p>Student occasionally:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• May requires teacher support.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Demonstrates an advanced understanding of key concepts, content, and vocabulary presented.</li> <li>• Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>
3	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts, content, and vocabulary presented.</li> <li>• Participate in discussions and activities related to social studies topics.</li> </ul>	<p>Student occasionally:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• May requires teacher support.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<p>Student:</p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of key concepts, content, and vocabulary presented.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• Demonstrates an advanced understanding of key concepts, content, and vocabulary presented.</li> <li>• Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.</li> <li>• Participates in discussions and activities related to social studies topics.</li> </ul>

**Physical Education/Health**

**1. Demonstrates competency in movement, skills and concepts**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: <ul style="list-style-type: none"> <li>• Gross and fine motor skills</li> <li>• Selection of appropriate strategies to accomplish activities</li> <li>• Safety</li> <li>• Wellness</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark</li> </ul>

**2. Participates with effort, cooperates, follows directions**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Demonstrates sportsmanship</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>

**Mathematics**  
**Counting and Cardinality**

**1. Counts forward from a given number (K.CC.A.2)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Unable to count from a given number	With prompting and support counts forward to a given number up to 10.	Independently counts forward from a given number up to 10.	Consistently and independently counts forward from a given number up to 20.
2	Unable to count forward starting with numbers 2 – 20.	With prompting and support counts forward starting with numbers 2 – 20.	Consistently and independently counts forward starting with numbers 2 – 20.	Consistently and independently counts forward starting with numbers 2 – 50.
3	Unable to count forward starting with numbers 2 – 100.	With prompting and support counts forward starting with numbers 2 – 100.	Consistently and independently counts forward starting with numbers 2 – 100.	Consistently and independently counts forward starting with numbers greater than 100.

**2. Recognizes and writes numerals 0 – 20 (K.CC.A.3)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student uses a model to write numbers 0 – 10.	Student sometimes writes numbers 0 - 10.	Independently and consistently writes numbers from 0 – 10 (reversals are acceptable for 1 <sup>st</sup> trimester only).	Consistently and independently writes numbers 0 – 10 and beyond with NO reversals.
2	Student uses a model to write numbers 0 – 20.	Independently writes numbers 0 - 20 and sometimes reverses numbers.	Independently and consistently writes numbers from 0 – 20 with NO reversals.	Consistently and independently writes numbers 0 – 20 and beyond with NO reversals.
3	Student uses a model to write numbers 0 – 20.	Independently writes numbers 0 - 20 and sometimes reverses numbers.	Independently and consistently writes numbers from 0 – 20 with NO reversals.	Consistently and independently writes numbers 0 – 20 and beyond with NO reversals.

**3. Counts to tell the number of objects (K.CC.B.4; K.CC.B.5)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group up to 10	Independently counts up to 10 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 10 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.

<b>2</b>	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group up to 20	Independently counts up to 20 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 20 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.
<b>3</b>	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group to 100	Independently counts up to 100 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 100 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.

**4. Counts to 100 by ones and tens (K.CC.A.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	With guidance, support and prompts student can count to 20 by ones.	Student inconsistently counts to 20 by ones.	Consistently and independently counts to 20 by ones.	Consistently and independently counts to 20 and beyond by ones.
<b>2</b>	<ul style="list-style-type: none"> <li>With guidance, support and prompts student can count to 50 by ones.</li> <li>With guidance, support and prompts student can count to 50 by tens.</li> </ul>	<ul style="list-style-type: none"> <li>Student inconsistently counts to 50 by ones.</li> <li>Student inconsistently counts by tens to 50.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently counts to 50 by ones.</li> <li>Consistently and independently counts to 50 by tens.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently counts to 50 and beyond by ones.</li> <li>Consistently and independently counts to 50 and beyond by tens.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>With guidance, support and prompts student can count to 100 by ones.</li> <li>With guidance, support and prompts student can count to 100 by tens.</li> </ul>	<ul style="list-style-type: none"> <li>Student inconsistently counts to 100 by ones.</li> <li>Student inconsistently counts to 100 by tens.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently counts to 100 by ones.</li> <li>Consistently and independently counts to 100 by tens.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently and independently counts to 100 and beyond by ones.</li> <li>Consistently and independently counts to 100 and beyond by tens.</li> </ul>

**5. Compares sets of objects to tell greater than, less than, or equal quantities (K.CC.C.6; K.CC.C.7)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Unable to identify groups containing 10 or less objects as more, less or equal.	With prompting and support identifies groups containing 10 or less objects as more, less or equal.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal and by how many.



2	Unable to identify groups containing 10 or less objects as more, less or equal and by how many.	With prompting and support identifies groups containing 10 or less objects as more, less or equal and by how many.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal and by how many.	Consistently and independently identifies groups containing more than 10 objects as more, less or equal and by how many.
3	Unable to identify groups containing 20 or less objects as more, less or equal and by how many.	With prompting and support: <ul style="list-style-type: none"> <li>Identifies groups containing 20 or less objects as more, less or equal and by how many.</li> <li>Compares 2 numbers between 1 and 10 presented as written numerals.</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>Identifies groups containing 20 or less objects as more, less or equal and by how many.</li> <li>Compares 2 numbers between 1 and 10 presented as written numerals.</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>Identifies groups containing more than 20 objects as more, less or equal and by how many.</li> <li>Compares 2 numbers between 1 and 20 presented as written numerals.</li> </ul>

**Operations and Algebraic Thinking**

**1. Represents addition and subtraction with objects, fingers, or drawings (K.OA.A.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	<b>NOT ASSESSED AT THIS TIME</b>			
2	With guidance and support, student uses objects or drawings to represent and solve addition and subtraction stories, up to 10.	The student uses objects, drawings or a ten frame to solve problem, but uses the wrong operation to solve the problem OR Students uses the correct operation, but miscounts when trying to add or subtract, up to 10.	Independently and consistently solves addition and subtraction stories, up to 10 using objects, drawings or manipulatives.	Student solves addition and subtraction stories, up to 10 <u>mentally without</u> using any objects or drawings.
3	With guidance and support, student uses objects or drawings to represent and solve addition and subtraction stories, up to 10.	The student uses objects, drawings or a ten frame to solve problem, but uses the wrong operation to solve the problem OR Students uses the correct operation, but miscounts when trying to add or subtract.	Independently and consistently solves addition and subtraction stories, up to 20 using objects, drawings or manipulatives.	Student solves addition and subtraction stories, up to 20 <u>mentally without</u> using any objects or drawings.

**2. Understands addition as putting together and adding to (K.OA.A.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
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<b>1</b>				
<b>NOT ASSESSED AT THIS TIME</b>				
<b>2</b>	Student is unable to: <ul style="list-style-type: none"> <li>• Represents addition up to 5.</li> <li>• Solves addition and subtraction word problems and adds within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• Represents addition up to 5.</li> <li>• Solves addition word problems and adds within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Represents addition up to 5.</li> <li>• Solves addition word problems and adds within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	Student independently and consistently: <ul style="list-style-type: none"> <li>• Represents addition up to 10.</li> <li>• Solves addition word problems and adds within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>
<b>3</b>	Student is able to: <ul style="list-style-type: none"> <li>• Represents addition up to 5.</li> <li>• Solves addition word problems and adds within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• Represents addition up to 10.</li> <li>• Solves addition word problems and adds within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Represents addition and subtraction up to 10.</li> <li>• Solves addition word problems and adds within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>	Student independently and consistently: <ul style="list-style-type: none"> <li>• Represents addition and subtraction up to 20.</li> <li>• Solves addition word problems and adds within 20.</li> <li>• Decomposes numbers less than or equal to 20 into pairs in more than one way.</li> <li>• Finds the number that makes 20 when added to a given number.</li> </ul>

**3. Understands subtraction as taking apart and taking from (K.OA.A.1)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	Student is unable to: <ul style="list-style-type: none"> <li>• Represents subtraction up to 5.</li> <li>• Solves subtraction word problems and subtracts within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• Represents subtraction up to 5.</li> <li>• Solves subtraction word problems and subtracts within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Represents subtraction up to 5.</li> <li>• Solves subtraction word problems and subtracts within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	Student independently and consistently: <ul style="list-style-type: none"> <li>• Represents subtraction up to 10.</li> <li>• Solves subtraction word problems and subtracts within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> </ul>

				<ul style="list-style-type: none"> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>
<b>3</b>	Student is able to: <ul style="list-style-type: none"> <li>• Represents subtraction up to 5.</li> <li>• Solves subtraction word problems and subtracts within 5.</li> <li>• Decomposes numbers less than or equal to 5 into pairs in more than one way.</li> <li>• Finds the number that makes 5 when added to a given number.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• Represents subtraction up to 10.</li> <li>• Solves subtraction word problems and subtracts within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Represents subtraction up to 10.</li> <li>• Solves subtraction word problems and subtracts within 10.</li> <li>• Decomposes numbers less than or equal to 10 into pairs in more than one way.</li> <li>• Finds the number that makes 10 when added to a given number.</li> </ul>	Student independently and consistently: <ul style="list-style-type: none"> <li>• Represents subtraction up to 20.</li> <li>• Solves and subtraction word problems and subtracts within 20.</li> <li>• Decomposes numbers less than or equal to 20 into pairs in more than one way.</li> <li>• Finds the number that makes 20 when added to a given number.</li> </ul>

**4. Fluently adds within 5 (K.OA.A.5)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	Unable to add fluently within 5 with the assistance of manipulatives.	With prompting and support adds within 5 with the assistance of manipulatives.	Consistently and independently adds within 5 with the assistance of manipulatives.	Consistently and independently adds fluently within 5 without manipulatives
<b>2</b>	Unable to add fluently within 5 with the assistance of manipulatives.	With prompting and support adds within 5 with the assistance of manipulatives.	Consistently and independently adds within 5 with the assistance of manipulatives.	Consistently and independently adds fluently within 5 without manipulatives and between 6 and 10 with manipulatives.
<b>3</b>	Unable to add fluently within 5 without manipulatives.	With prompting and support adds fluently within 5 without manipulatives.	Consistently and independently adds fluently within 5 without manipulatives.	Consistently and independently adds fluently within 10 without manipulatives.

**5. Fluently subtracts within 5 (K.OA.A.5)**

Trimester	Exceeds Standards	Meets Standards	Approaching Standards	Needs Support
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	Unable to subtract fluently within 5 with the assistance of manipulatives.	With prompting and support subtracts within 5 with the assistance of manipulatives.	Consistently and independently subtracts within 5 with the assistance of manipulatives.	Consistently and independently subtracts fluently within 5 without manipulatives and between 6 and 10 with manipulatives.

<b>3</b>	Unable to subtract fluently within 5 without manipulatives.	With prompting and support subtracts fluently within 5 without manipulatives.	Consistently and independently subtracts fluently within 5 without manipulatives.	Consistently and independently subtracts fluently within 10 without manipulatives.
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### Numbers and Operations in Base Ten

#### 1. Works with numbers 11 – 19 to demonstrate place value (K.NBT.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>3</b>	Unable to compose and decompose numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.	With prompting and support composes and decomposes numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.	Consistently and independently composes and decomposes numbers from 11 – 19 into tens and ones using objects or drawings, and records results by drawing or equation.	Consistently and independently composes and decomposes numbers beyond 19 into tens and ones using objects or drawings, and records results by drawing or equation.

### Measurement and Data

#### 1. Describes and compares measurable attributes (length and weight) (K.MD.A.1; K.MD.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
<b>1</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>2</b>	<b>NOT ASSESSED AT THIS TIME</b>			
<b>3</b>	Student does not describe any <u>measurable</u> differences in the objects.	Student is able to describe differences in length, but no weight.  OR Student is able to describe the difference in weight, but not length.	Student consistently and correctly describes differences in objects based on their length and weight. Describes several measurable attributes of a single object.	Student independently and consistently compares three objects with a measurable attribute in common and describes the difference.

#### 2. Classifies objects and counts the number of objects in each category (K.MD.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
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<b>1</b>	Unable to classify objects into given categories, count the number of objects and explain the reason for the sort (up to five objects in each category).	With prompting and support classifies objects into categories, counts the number of objects and explains the reason for the sort (up to five objects in each category).	Consistently and independently classifies objects into categories based on attributes, counts the number of objects and explains the reasoning for the sort (up to five objects in each category).	Consistently and independently classifies objects into categories, counts the number of objects and explains the reason for the sort (up to ten objects in each category).
<b>2</b>	Unable to classify objects into given categories, count the number of objects and sort by the count (up to ten objects in each category).	With prompting and support classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Consistently and independently classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Creates categories and classifies a given collection of objects during work times as well as other curricular/play activities.
<b>3</b>	Unable to classify objects into given categories, count the number of objects and sort by the count (up to ten objects in each category).	With prompting and support classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Consistently and independently classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Creates categories and classifies a given collection of objects during work times as well as other curricular/play activities.

## Geometry

### 1. Identifies and describes two-dimensional and three-dimensional objects (square, circle, triangle, rectangle, cube, cone, cylinder, and sphere). (K.G.A.1; K.G.A.2; K.G.A.3)

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Unable to identify plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size using the names of shapes.	With prompting and support identifies some plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size using the names of shapes.	Consistently and independently identifies plane figures (circle, square, rectangle, triangle) in the environment regardless of their orientation or overall size using the names of shapes.	Consistently and independently identifies and describes plane figures in the environment regardless of their orientation or overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).
<b>2</b>	Unable to identify and describe plane figures in the environment regardless of their orientation or overall size using the names of	With prompting and support identifies and describes plane figures in the environment regardless of their orientation or	Consistently and independently identifies and describes plane figures in the environment regardless of their orientation or	Applies concepts to 3D solid figures not previously learned.

	shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	
<b>3</b>	Unable to identify and describe plane figures and 3D solids in the environment regardless of their orientation or overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	With prompting and support identifies and describes plane figures and 3D solids in the environment regardless of their orientation or overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	Consistently and independently identifies and describes plane figures and 3D solids in the environment regardless of their orientation or overall size using the names of shapes and describes the relative positions of these objects using positional vocabulary (above, below, beside, in front of, behind and next to).	Applies concepts to prisms, pyramids and additional solids not previously learned.

**2. Compares and creates shapes. (K.G.B.4; K.G.B.5; K.G.B.6)**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	Unable to: <ul style="list-style-type: none"> <li>• Draw</li> <li>• Compare and contrast plane figures using informal language to describe attributes.</li> </ul>	With prompting and support: <ul style="list-style-type: none"> <li>• Composes, draws, as well as, compares and contrasts plane figures using informal language to describe attributes.</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes</li> <li>• Compares and contrasts plane figures using informal language to describe attributes.</li> </ul>
<b>2</b>	Unable to: <ul style="list-style-type: none"> <li>• Draw</li> <li>• Model</li> <li>• Compose simple shapes to form larger shapes.</li> <li>• Compare and contrast plane figures using informal language to describe attributes.</li> </ul>	With prompting and support: <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes.</li> <li>• Compares and contrasts plane figures using informal language to describe attributes.</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes</li> <li>• Compares and contrasts plane figures using informal language to describe attributes.</li> </ul>	Consistently and independently: <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes</li> <li>• Compares and contrasts plane figures and 3D solids using</li> </ul>

				informal language to describe attributes.
<b>3</b>	<p>Unable to:</p> <ul style="list-style-type: none"> <li>• Draw</li> <li>• Model</li> <li>• Compose simple shapes to form larger shapes.</li> <li>• Compare and contrast plane figures and 3D solids using informal language to describe attributes.</li> </ul>	<p>With prompting and support:</p> <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes.</li> <li>• Compares and contrasts plane figures and 3D solids using informal language to describe attributes.</li> </ul>	<p>Consistently and independently:</p> <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes.</li> <li>• Compares and contrasts plane figures and 3D solids using informal language to describe attributes.</li> </ul>	<p>Consistently and independently:</p> <ul style="list-style-type: none"> <li>• Draws</li> <li>• Models</li> <li>• Composes simple shapes to form larger shapes.</li> <li>• Compares and contrasts plane figures and 3D solids using formal math language to describe attributes.</li> </ul>

**Science**

**1. Demonstrates understanding of content and core ideas. Applies appropriate skills**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>1</b>	<p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Understand key concepts and vocabulary for the unit.</li> <li>• Share observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Extend key concepts and vocabulary for the unit in real world situations</li> <li>• Apply observations to ideas beyond investigation by analyzing data collected.</li> <li>• Actively participate independently in planning and conducting an investigation in collaboration with peers.</li> <li>• Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.</li> </ul>
	Student is unable to:	Student is able to:	Student is able to:	Student is able to:

<p>2</p>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand key concepts and vocabulary for the unit.</li> <li>• Share observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Extend key concepts and vocabulary for the unit in real world situations</li> <li>• Apply observations to ideas beyond investigation by analyzing data collected.</li> <li>• Actively participate independently in planning and conducting an investigation in collaboration with peers.</li> <li>• Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.</li> </ul>
<p>3</p>	<p>Student is unable to:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate understanding of key concepts and vocabulary for the unit.</li> <li>• Share some observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Understand key concepts and vocabulary for the unit.</li> <li>• Share observations relevant to investigations by analyzing data collected.</li> <li>• Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance.</li> <li>• Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.</li> </ul>	<p>Student is able to:</p> <ul style="list-style-type: none"> <li>• Extend key concepts and vocabulary for the unit in real world situations</li> <li>• Apply observations to ideas beyond investigation by analyzing data collected.</li> <li>• Actively participate independently in planning and conducting an investigation in collaboration with peers.</li> <li>• Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.</li> </ul>



**Art**

**1. Demonstrates understanding of skills and concepts**

**(Art Elements:** Introduction and exploration of line, shape and color. **Materials and Tools:** Exploration and use. **Creativity and originality)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	<ul style="list-style-type: none"> <li>• Student is not able to understand and effectively use lines, shapes and colors.</li> <li>• Student does not explore available materials with appropriate care and use.</li> <li>• Student does not demonstrate original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to understand and effectively use lines, shapes and colors.</li> <li>• Student is beginning to explore available materials with appropriate care and use.</li> <li>• Student is beginning to demonstrate original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands and effectively uses lines, shapes and colors.</li> <li>• Student explores available materials with appropriate care and use.</li> <li>• Student demonstrates original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently understands and effectively uses lines, shapes and colors.</li> <li>• Student consistently explores available materials with appropriate care and use.</li> <li>• Student consistently demonstrates original ideas.</li> </ul>

**1. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>

**Music**

**1. Demonstrates understanding of skills and concepts (Singing/Melody; Beat/Rhythm; Expression)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student is not able to:	Student is beginning to:	Student:	Student consistently:

<ul style="list-style-type: none"> <li>• Sing on pitch or with proper vocal placement</li> <li>• Keep a steady beat</li> <li>• Move to music with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Sing on pitch with proper vocal placement</li> <li>• Keep a steady beat</li> <li>• Move to music with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Sings on pitch with proper vocal placement</li> <li>• Keeps a steady beat</li> <li>• Moves to music with expression</li> </ul>	<ul style="list-style-type: none"> <li>• Sings on pitch with proper vocal placement</li> <li>• Keeps a steady beat</li> <li>• Moves to music with expression</li> </ul>
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**2. Participates with effort, cooperates, follows directions**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>

**Media Arts/Technology**

**1. Demonstrates understanding of skills and concepts (Operations and Concepts; Materials and Tools; Production/Creative Collaboration)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	<ul style="list-style-type: none"> <li>• Student rarely returns library books on time, has difficulty understanding terminology when used by the teacher and cannot name ways to use the internet safely</li> <li>• Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs and databases.</li> <li>• Student does not demonstrate understanding of creation of media products.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally returns library books on time; is beginning to understand terminology when used by the teacher and is beginning to learn ways to use the internet safely.</li> <li>• Student can identify specific keys on a keyboard and is beginning to understand books, desktop publishing programs and databases.</li> <li>• Student attempts to create media products.</li> </ul>	<ul style="list-style-type: none"> <li>• Student frequently returns library books on time; understands terminology during instruction and is beginning to understand ways to use the internet safely.</li> <li>• Student can locate specific keys on a keyboard and can use books, desktop publishing programs and databases with guidance.</li> <li>• Student completes media products as instructed.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently returns library books on time; uses terminology correctly and can name ways to use the internet safely.</li> <li>• Student can touch type, attempts to independently use books, desktop publishing programs and databases.</li> <li>• Student consistently applies skills and original ideas in the creation of media products.</li> </ul>

**2. Participates with effort, cooperates, follows directions**

<b>Trimester</b>	<b>Needs Support</b>	<b>Approaching Standards</b>	<b>Meets Standards</b>	<b>Exceeds Standard</b>
<b>ALL</b>	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines, and procedures</li> <li>• Participates in activities</li> <li>• Engages in activities</li> <li>• Is prepared for class</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• Listens in class</li> <li>• Focuses on a given task</li> <li>• Respects rules, routines and procedures</li> <li>• Is prepared for class</li> <li>• Displays enthusiasm</li> <li>• Displays leadership abilities</li> </ul>