

Springfield Grading Benchmarks – KINDERGARTEN

READING

1) Independent Reading Level.

Trimester	1	2	3	4
1st	Student is unable or rarely able to demonstrate reading behaviors.	Student is approaching reading success at Level A.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B or above.
2nd	Student is approaching reading at Level A.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C or above.
3rd	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C.	Student has achieved reading success at Level D or above.

Reading level based on Fountas & Pinnell Expectations for Reading

2) Applies comprehension strategies to understand texts.

Trimester	1	2	3	4
2nd and 3rd	<p>Students rarely:</p> <ul style="list-style-type: none"> • Uses illustrations and print to make meaning of a text • Ask and answer questions about key details in the text • Self-monitors comprehension while reading • Use strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -asking questions before, during and after reading. 	<p>Student is beginning to:</p> <ul style="list-style-type: none"> • Use illustrations and print to make meaning of a text • Ask and answer questions about key details in the text • Self-monitors comprehension while reading • Use strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -asking questions before, during and after reading. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Uses illustrations and print to make meaning of a text • Asks and answers questions about key details in the text • Self-monitors comprehension while reading • Uses strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -asking questions before, during and after reading. 	<p>Student extends and enhances thinking beyond what is directly stated in the text and independently :</p> <ul style="list-style-type: none"> • Uses illustrations and print to make meaning of a text • Asks and answers questions about key details in the text • Self-monitors comprehension while reading • Uses strategies including, but not limited to: <ul style="list-style-type: none"> -making predictions -noticing text features to determine between fiction and nonfiction -asking questions before, during and after reading.

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3) Demonstrates comprehension of stories by retelling.

Trimester	1	2	3	4
2nd and 3rd	<ul style="list-style-type: none"> • Student is unable or rarely able to retell big events from a story with prompting and support. • Student is unable or rarely able to identify the main topic and key details in a nonfiction text with prompting and support. 	<ul style="list-style-type: none"> • Student is sometimes able to retell big events from a story including characters and setting with prompting and support. • Student is sometimes able to identify the main topic and key details in a nonfiction text with prompting and support. 	<ul style="list-style-type: none"> • Student can consistently retell big events from a story in sequence, including characters and setting with prompting and support. • Student can consistently identify the main topic and key details in a nonfiction text with prompting and support. 	<ul style="list-style-type: none"> • Student can consistently retell events from a story using details, including characters, setting, and problem solution. • Student can consistently identify the main topic and many key details in a nonfiction text.

4) Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes or more, using available opportunities to extend reading time.
2nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 15 or more minutes, using available opportunities to extend reading time.
3rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for 20 or more minutes, using available opportunities to extend reading time.

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5) Demonstrates understanding of the concepts of print.

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Track print from left to right, top to bottom, and page-by-page recognize letters that have been introduced. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> Tracks print from left to right, top to bottom, and page-by-page recognizes letters that have been introduced. 	<p>Student consistently:</p> <ul style="list-style-type: none"> Tracks print from left to right, top to bottom, and page-by-page recognizes letters that have been introduced. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> Tracks print from left to right, top to bottom, and page-by-page recognizes letters that have been introduced.

6) Demonstrates understanding of spoken words. (Words Their Way)

Trimester	1	2	3	4
1st	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Recognize and produce rhyming words 	<p>Student sometimes:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words 	<p>Student consistently:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words
2nd & 3rd	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> Recognize and produce rhyming words Blend sounds to form words Change sounds to form new words 	<p>Student sometimes:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words Blends sounds to form words Changes sounds to form new words 	<p>Student consistently:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words Blends sounds to form words Changes sounds to form new words 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> Recognizes and produces rhyming words Blends sounds to form words Changes sounds to form new words

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7) Knows and applies phonics and word analysis skills.

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of letter sounds introduced • Read high frequency words that have been introduced 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of letter sounds introduced • Reads high frequency words that have been introduced 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of letter sounds introduced • Reads high frequency words that have been introduced 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of letter sounds with automaticity • Reads high frequency words with automaticity

WRITING:

1) Writing Stage

A - Pictorial	B - Precommunicative	C - Semiphonetic	D - Phonetic	E - Transitional
<ul style="list-style-type: none"> • May imitate writing • Draws somewhat recognizable illustrations • May tell about picture 	<ul style="list-style-type: none"> • May print an occasional word or write a string of letters • May attempt to read back what is written • Prints own name • Illustrations are recognizable and simple 	<ul style="list-style-type: none"> • Begins to use some letters to match sounds • May use beginning letter to represent a word • Illustrates with little detail 	<ul style="list-style-type: none"> • Writes beginning and ending sounds of words • May use but confuse some vowels • Spells some high-frequency words correctly • Shows some signs of including a beginning, middle, and end • Punctuates and capitalizes correctly some of the time • May include some detailed illustrations 	<ul style="list-style-type: none"> • Approximates spelling, including most obvious sounds in words • Writes CVC words and high-frequency words with correct spelling most of the time • Capitalizes and punctuates accurately most of the time • May include detailed illustrations that convey the message of the story

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2) Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1 st	Student is unable to write independently for 10 minutes.	Student is approaching an independent writing stamina of 10 minutes.	Student can consistently write independently for 10 minutes.	Student consistently writes independently for 10 minutes or more, using available opportunities to extend writing time.
2nd	Student is unable to write independently for 15 minutes.	Student is approaching an independent writing stamina of 15 minutes.	Student can consistently write independently for 15 minutes.	Student consistently writes independently for 15 or more minutes, using available opportunities to extend writing time.
3rd	Student is unable to write independently for 20 minutes.	Student is approaching an independent writing stamina of 20 minutes.	Student can consistently write independently for 20 minutes.	Student consistently writes independently for 20 or more minutes, using available opportunities to extend writing time.

3) Generates and sequences ideas

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Generates ideas and sequences events for writing • Shares ideas with others • Thinks and writes about a chosen topic <p>• Adds details to writing (with guidance)</p> <ul style="list-style-type: none"> • Adds drawings to enhance writing • Uses a relevant beginning, middle, and conclusion • Organizes ideas in logical order 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Generates ideas and sequences events for writing • Shares ideas with others • Thinks and writes about a chosen topic <p>• Adds details to writing (with guidance)</p> <ul style="list-style-type: none"> • Adds drawings to enhance writing • Uses a relevant beginning, middle, and conclusion • Organizes ideas in logical order 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Generates ideas and sequences events for writing • Shares ideas with others • Thinks and writes about a chosen topic <p>• Adds details to writing (with guidance)</p> <ul style="list-style-type: none"> • Adds drawings to enhance writing • Uses a relevant beginning, middle, and conclusion • Organizes ideas in logical order 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Generates ideas and sequences events for writing • Shares ideas with others • Thinks and writes about a chosen topic <p>• Adds details to writing</p> <ul style="list-style-type: none"> • Adds drawings to enhance writing • Uses a relevant beginning, middle, and conclusion • Organizes ideas in logical order

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4) Uses knowledge of sound-letter relationships and patterns.

Trimester	1	2	3	4
3 rd	Student rarely: <ul style="list-style-type: none"> • Uses word wall as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	Student sometimes: <ul style="list-style-type: none"> • Uses word wall as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	Student consistently: <ul style="list-style-type: none"> • Uses word wall as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly. 	Student consistently and independently applies spelling rules, patterns, generalizations, and <ul style="list-style-type: none"> • Uses word wall as needed to support correct spelling in written work. • Applies learned patterns and strategies to spell words correctly.

5) Forms letters legibly.

Trimester	1	2	3	4
All	Student rarely: <ul style="list-style-type: none"> • Uses proper directionality • Uses lines correctly (letter touches the correct lines) • Closes circles in letters • Prints with straight lines • Prints neatly 	Student sometimes: <ul style="list-style-type: none"> • Uses proper directionality • Uses lines correctly (letter touches the correct lines) • Closes circles in letters • Prints with straight lines • Prints neatly 	Student consistently: <ul style="list-style-type: none"> • Uses proper directionality • Uses lines correctly (letter touches the correct lines) • Closes circles in letters • Prints with straight lines • Prints neatly 	Student consistently and independently: <ul style="list-style-type: none"> • Uses proper directionality • Uses lines correctly (letter touches the correct lines) • Closes circles in letters • Prints with straight lines • Prints neatly

LISTENING AND SPEAKING

1) Participates in conversations and makes relevant contribution to class discussions.

Trimester	1	2	3	4
ALL	Student rarely participates in conversations with peers and adults about kindergarten topics and texts	Student sometimes 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 texts	Student consistently participates in conversations with peers and adults about topics and texts, restating key elements and asking questions for clarification.

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2) Listens to others and takes turns speaking.

Trimester	1	2	3	4
ALL	Student rarely listens to others and rarely takes turns speaking.	Student sometimes listens to others and sometimes takes turns speaking.	Student consistently listens to others and takes turns speaking.	Student consistently listens to others and takes turns speaking without reminders or prompts.

3) Asks and answers questions to gain information.

Trimester	1	2	3	4
ALL	Student rarely asks and answers questions to gain information, seeks help, or clarifies something that is not understood.	Student sometimes asks and answers questions to gain information, seeks help, or clarifies something that is not understood.	Student consistently asks and answers questions to gain information, seeks help, or clarifies something that is not understood.	Student consistently reflects on key details by asking and answering questions to confirm understanding (not to gain information).

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MATHEMATICS

Counting and Cardinality

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Counts to 100 by ones • Counts to 100 by tens. • Counts forward beginning at any given number • Writes numbers from 0-20 • Represents a number of objects with a written numeral from 0-20 • Displays one-to-one correspondence when counting objects • Understands that the last number said tells how many in a group • Compares two numbers between 1 and 10 (greater than, less than, equal to) 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Counts to 100 by ones • Counts to 100 by tens. • Counts forward beginning at any given number • Writes numbers from 0-20 • Represents a number of objects with a written numeral from 0-20 • Displays one-to-one correspondence when counting objects • Understands that the last number said tells how many in a group • Compares two numbers between 1 and 10 (greater than, less than, equal to) 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Counts to 100 by ones • Counts to 100 by tens. • Counts forward beginning at any given number • Writes numbers from 0-20 • Represents a number of objects with a written numeral from 0-20 • Displays one-to-one correspondence when counting objects • Understands that the last number said tells how many in a group • Compares two numbers between 1 and 10 (greater than, less than, equal to) 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Counts to 100 by ones • Counts to 100 by tens. • Counts forward beginning at any given number • Writes numbers from 0-20 • Represents a number of objects with a written numeral from 0-20 • Displays one-to-one correspondence when counting objects • Understands that the last number said tells how many in a group • Compares two numbers between 1 and 10 (greater than, less than, equal to)

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2) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is rarely able to apply a variety of Counting and Cardinality skills to problem solve real-world situations	Student sometimes applies a variety of Counting and Cardinality skills to problem solve real-world situations	Student consistently applies a variety of skills Counting and Cardinality to problem solve real-world situations	Student consistently and independently applies a variety of Counting and Cardinality skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

Operations and Algebraic Thinking

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Represents addition and subtraction with objects, finger, expressions, etc...in a variety of ways. • Solves addition and subtraction word problems (add and subtract within ten to solve the problem) • Decomposes numbers less than or equal to 10 in more than one way (e.g. $5=2+3$ and $5=4+1$) • Fluently adds and subtracts within 5 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Represents addition and subtraction with objects, finger, expressions, etc...in a variety of ways. • Solves addition and subtraction word problems (add and subtract within ten to solve the problem) • Decomposes numbers less than or equal to 10 in more than one way (e.g. $5=2+3$ and $5=4+1$) • Fluently adds and subtracts within 5 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Represents addition and subtraction with objects, finger, expressions, etc...in a variety of ways. • Solves addition and subtraction word problems (add and subtract within ten to solve the problem) • Decomposes numbers less than or equal to 10 in more than one way (e.g. $5=2+3$ and $5=4+1$) • Fluently adds and subtracts within 5 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Represents addition and subtraction with objects, finger, expressions, etc...in a variety of ways. • Solves addition and subtraction word problems (add and subtract within ten to solve the problem) • Decomposes numbers less than or equal to 10 in more than one way (e.g. $5=2+3$ and $5=4+1$) • Fluently adds and subtracts within 5

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2) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is rarely able to apply a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student sometimes applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations	Student consistently and independently applies a variety of Operations and Algebraic Thinking skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

Number and Operations in Base Ten

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	Student rarely composes and decomposes numbers from 11 to 19 into tens and ones. (such as $10+8=18$ and $18=10+8$)	Student sometimes composes and decomposes numbers from 11 to 19 into tens and ones. (such as $10+8=18$ and $18=10+8$)	Student consistently composes and decomposes numbers from 11 to 19 into tens and ones. (such as $10+8=18$ and $18=10+8$)	Student consistently and independently composes and decomposes numbers from 11 to 19 into tens and ones. (such as $10+8=18$ and $18=10+8$)

2) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is rarely able to apply a variety of Number and Operations in Base Ten skills to problem solve real-world situations	Student sometimes applies a variety of Number and Operations in Base Ten skills to problem solve real-world situations	Student consistently applies a variety of Number and Operations in Base Ten skills to problem solve real-world situations	Student consistently and independently applies a variety of Number and Operations in Base Ten skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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Measurement and Data

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	Student rarely: <ul style="list-style-type: none"> • Describes measurable attributes of objects such as length and width • Describes several measurable attributes of a single object • Compares two objects with a measurable attribute in common (height of two children, more/less) • Classifies objects into given categories • Counts the number objects in each category 	Student sometimes: <ul style="list-style-type: none"> • Describes measurable attributes of objects such as length and width • Describes several measurable attributes of a single object • Compares two objects with a measurable attribute in common (height of two children, more/less) • Classifies objects into given categories • Counts the number objects in each category 	Student consistently: <ul style="list-style-type: none"> • Describes measurable attributes of objects such as length and width • Describes several measurable attributes of a single object • Compares two objects with a measurable attribute in common (height of two children, more/less) • Classifies objects into given categories • Counts the number objects in each category 	Student consistently and independently: <ul style="list-style-type: none"> • Describes measurable attributes of objects such as length and width • Describes several measurable attributes of a single object • Compares two objects with a measurable attribute in common (height of two children, more/less) • Classifies objects into given categories • Counts the number objects in each category

2) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is rarely able to apply a variety of Measurement & Data skills to problem solve real-world situations	Student sometimes applies a variety of Measurement & Data skills to problem solve real-world situations	Student consistently applies a variety of Measurement & Data skills to problem solve real-world situations	Student consistently and independently applies a variety of Measurement & Data skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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Geometry

1) Understands and applies mathematical concepts.

Trimester	1	2	3	4
ALL	<p>Student rarely:</p> <ul style="list-style-type: none"> • Names shapes and describes position of these objects • Identifies shapes as two-dimensional or three-dimensional • Analyzes and compares two- and three- dimensional shapes using similarities, differences, sides, and vertices/corners • Composes simple shapes to form larger 	<p>Student sometimes:</p> <ul style="list-style-type: none"> • Names shapes and describes position of these objects • Identifies shapes as two-dimensional or three-dimensional • Analyzes and compares two- and three- dimensional shapes using similarities, differences, sides, and vertices/corners • Composes simple shapes to form larger 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Names shapes and describes position of these objects • Identifies shapes as two-dimensional or three-dimensional • Analyzes and compares two- and three- dimensional shapes using similarities, differences, sides, and vertices/corners • Composes simple shapes to form larger shapes 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • Names shapes and describes position of these objects • Identifies shapes as two-dimensional or three-dimensional • Analyzes and compares two- and three- dimensional shapes using similarities, differences, sides, and vertices/corners • Composes simple shapes to form larger shapes

2) Applies problem solving strategies to real world situations

Trimester	1	2	3	4
ALL	Student is rarely able to apply a variety of Geometry skills to problem solve real-world situations	Student sometimes applies a variety of Geometry skills to problem solve real-world situations	Student consistently applies a variety of Geometry skills to problem solve real-world situations	Student consistently and independently applies a variety of Geometry skills to problem solve real-world situations and makes insightful connections to other ideas and concepts and independently challenges himself/herself

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SCIENCE

1) Demonstrates knowledge of facts and understanding of concepts.

⇒ EARTH, PHYSICAL, and LIFE SCIENCE				
Trimester	1	2	3	4
ALL	<p><u>Seasons and Weather:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of the seasons • Types of weather we expect for each season in our part of the country • Holidays associated with each season <p><u>Animal Species:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals predictable life cycles • Animals’ needs • Characteristics of the six main animal species 	<p><u>Seasons and Weather:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of the seasons • Types of weather we expect for each season in our part of the country • Holidays associated with each season <p><u>Animal Species:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals predictable life cycles • Animals’ needs • Characteristics of the six main animal species 	<p><u>Seasons and Weather:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of the seasons • Types of weather we expect for each season in our part of the country • Holidays associated with each season <p><u>Animal Species:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals predictable life cycles • Animals’ needs • Characteristics of the six main animal species 	<p><u>Seasons and Weather:</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of the seasons • Types of weather we expect for each season in our part of the country • Holidays associated with each season <p><u>Animal Species:</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Animals predictable life cycles • Animals’ needs • Characteristics of the six main animal species

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	<p><u>Plants:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of living and nonliving things • Basic parts of a plant • Plants’ needs • Life cycle of a plant <p>Student rarely communicates using acquired vocabulary.</p>	<p><u>Plants:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of living and nonliving things • Basic parts of a plant • Plants’ needs • Life cycle of a plant <p>Student sometimes communicates using acquired vocabulary.</p>	<p><u>Plants:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of living and nonliving things • Basic parts of a plant • Plants’ needs • Life cycle of a plant <p>Student communicates using acquired vocabulary.</p>	<p><u>Plants:</u> Student consistently and independently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Characteristics of living and nonliving things • Basic parts of a plant • Plants’ needs • Life cycle of a plant <p>Student communicates all scientific thinking and with accurate vocabulary.</p>
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2) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely adds meaningful contributions to classroom discussions and activities. • Student is rarely able to communicate observations 	<ul style="list-style-type: none"> • Student sometimes adds meaningful contributions to classroom discussions and activities. • Student is beginning to learn through discovery. 	<ul style="list-style-type: none"> • Student consistently adds meaningful contributions to classroom discussions and activities. • Student learns through discovery. 	<ul style="list-style-type: none"> • Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.

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SOCIAL STUDIES

3) Demonstrates knowledge of facts and understanding of concepts.

Trimester	1	2	3	4
ALL	<p><u>Working Together in the Community:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Rules help people live together in a community • Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school • Everyone is unique in their own way • How families are the same and different • Community workers <p><u>Holidays, Customs and Traditions:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Key historical events and individuals who led to the development of our nation • Holidays help us remember the past • Different cultures 	<p><u>Working Together in the Community:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Rules help people live together in a community • Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school • Everyone is unique in their own way • How families are the same and different • Community workers <p><u>Holidays, Customs and Traditions:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Key historical events and individuals who led to the development of our nation • Holidays help us remember the past • Different cultures celebrate in different ways 	<p><u>Working Together in the Community:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Rules help people live together in a community • Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school • Everyone is unique in their own way • How families are the same and different • Community workers <p><u>Holidays, Customs and Traditions:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Key historical events and individuals who led to the development of our nation • Holidays help us remember the past • Different cultures celebrate in different ways 	<p><u>Working Together in the Community:</u> Student consistently and independently demonstrates understanding of key concepts and applies them to other learning situations:</p> <ul style="list-style-type: none"> • Rules help people live together in a community • Being responsible for my belongings, my classroom, and myself makes me a good student and citizen of the school • Everyone is unique in their own way • How families are the same and different • Community workers <p><u>Holidays, Customs and Traditions:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Key historical events and individuals who led to the development of our nation • Holidays help us remember the past • Different cultures celebrate in different ways

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	<p>celebrate in different ways</p> <p><u>Geography:</u> Student rarely demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Where we live (e.g., planet, continent, country, state, county, town, and street) • A globe is a spherical representations of the Earth • The Earth has different bodies of water and land masses • Maps help us find places and show us land, water, streets, and important places and buildings 	<p><u>Geography:</u> Student sometimes demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Where we live (e.g., planet, continent, country, state, county, town, and street) • A globe is a spherical representations of the Earth • The Earth has different bodies of water and land masses • Maps help us find places and show us land, water, streets, and important places and buildings 	<p><u>Geography:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Where we live (e.g., planet, continent, country, state, county, town, and street) • A globe is a spherical representations of the Earth • The Earth has different bodies of water and land masses • Maps help us find places and show us land, water, streets, and important places and buildings 	<p><u>Geography:</u> Student consistently demonstrates understanding of key concepts, including:</p> <ul style="list-style-type: none"> • Where we live (e.g., planet, continent, country, state, county, town, and street) • A globe is a spherical representations of the Earth • The Earth has different bodies of water and land masses • Maps help us find places and show us land, water, streets, and important places and buildings
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4) Applies knowledge to classroom discussions and activities.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student rarely adds meaningful contributions to classroom discussions and activities. • Student is rarely able to communicate observations 	<ul style="list-style-type: none"> • Student sometimes adds meaningful contributions to classroom discussions and activities. • Student is beginning to learn through discovery. 	<ul style="list-style-type: none"> • Student consistently adds meaningful contributions to classroom discussions and activities. • Student learns through discovery. 	<ul style="list-style-type: none"> • Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.