

Kindergarten Report Card Scoring Guides

2024-2025

K I R K W O O D
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning strand on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the expectations of the report card strand
- 2–Approaching: The student is sometimes able to meet expectations of the report card strand
- 1–Beginning: The student is not yet meeting the expectations of the report card strand independently

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the report card strand. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Concepts of Print - Identify Letters

K.RF.1.A.a Develop print awareness in the reading process by identifying all upper and lower case letters.

Q1		Q2		Q3		Q4	
Identify all upper-case letters				Identify all upper and lower-case letters			
3	I can consistently identify all upper-case letters.	3	I can consistently identify all upper-case letters.	3	I can consistently identify all upper and lower-case letters.	3	I can consistently identify all upper and lower-case letters.
2	I can sometimes identify all upper-case letters.	2	I can sometimes identify all upper-case letters.	2	I can sometimes identify all upper and lower-case letters.	2	I can sometimes identify all upper and lower-case letters.
1	I need help to identify all upper-case letters.	1	I need help to identify all upper-case letters.	1	I need help to identify all upper and lower-case letters.	1	I need help to identify all upper and lower-case letters.

Concepts of Print - Print Orientation, One-to-One

K.RF.1.A.c Develop print awareness in the reading process by demonstrating that books are read left to right, top to bottom.

K.RF.1.A.f Develop print awareness in the reading process by demonstrating one-to-one correspondence between spoken words and written words.

Q1		Q2		Q3	Q4
Hold books correctly, demonstrate that books are read from left to right, top to bottom, and can identify pictures and words.		Demonstrate one-to-one correspondence between spoken and written words.			
3	I can consistently demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	3	I can consistently demonstrate one-to-one correspondence between spoken and written words.		
2	I can sometimes demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	2	I can sometimes demonstrate one-to-one correspondence between spoken and written words.		
1	I need help to demonstrate that books are read from left to right, top to bottom, and can count the number of words in a sentence.	1	I need help to demonstrate one-to-one correspondence between spoken and written words.		

Phonemic Awareness - Identify Sounds

K.RF.2.A.a Develop phonemic awareness in the reading process by identifying sounds in spoken words.

Q1		Q2		Q3		Q4	
Identify beginning sounds in spoken words		Identify beginning and ending sounds in spoken words		Identify the beginning, middle, and ending sounds in spoken words		Break apart a spoken word into individual sounds	
3	I can consistently identify beginning sounds in spoken words.	3	I can consistently identify beginning and ending sounds in spoken words.	3	I can consistently identify the beginning, middle, and ending sounds in spoken words.	3	I can consistently break apart a spoken word into individual sounds: bat = <i>b</i> / <i>a</i> / <i>t</i> .
2	I can sometimes identify beginning sounds in spoken words.	2	I can sometimes identify beginning and ending sounds in spoken words.	2	I can sometimes identify the beginning, middle, and ending sounds in spoken words.	2	I can sometimes break apart a spoken word into individual sounds: bat = <i>b</i> / <i>a</i> / <i>t</i> .
1	I need help to identify beginning sounds in spoken words.	1	I need help to identify beginning and ending sounds in spoken words.	1	I need help to identify the beginning, middle, and ending sounds in spoken words.	1	I need help to break apart a spoken word into individual sounds: bat = <i>b</i> / <i>a</i> / <i>t</i> .

Phonemic Awareness - Rhyming

K.RF.2.A.b Develop phonemic awareness in the reading process by producing rhymes in response to spoken words.

K.RF.2.A.c Develop phonemic awareness in the reading process by distinguishing orally presented rhyming pairs of words from non-rhyming pairs.

Q1		Q2		Q3	Q4
Identify rhyming and non-rhyming pairs		Produce rhymes in response to spoken words			
3	I can consistently identify rhyming and non-rhyming pairs.	3	I can consistently produce rhymes in response to spoken words.		
2	I can sometimes identify rhyming and non-rhyming pairs.	2	I can sometimes produce rhymes in response to spoken words.		
1	I need help to identify rhyming and non-rhyming pairs.	1	I need help to produce rhymes in response to spoken words.		

Phonemic Awareness - Blend Sounds

K.RF.2.A.e Develop phonemic awareness in the reading process by blending spoken onsets and rimes to form simple words.

K.RF.2.A.f Develop phonemic awareness in the reading process by blending spoken phonemes to form one syllable words.

Q1	Q2	Q3		Q4	
		Blend spoken individual sounds into one-syllable words (i.e. c-a-t)			
		3	I can blend spoken individual sounds into one-syllable words (i.e. c-a-t).	3	I can consistently blend spoken individual sounds into one-syllable words (i.e. c-a-t).
		2	I can blend spoken beginning and ending sounds into one-syllable words (i.e. c-at).	2	I can sometimes blend spoken individual sounds into one-syllable words (i.e. c-a-t).
		1	I need help to blend spoken sounds into words.	1	I can blend spoken beginning and ending sounds into one-syllable words (i.e. c-at).

Phonics - Produce Sounds

K.RF.3.A.a Develop phonics in the reading process by producing and writing letter(s) for most short vowel and consonant sounds.

Q1		Q2		Q3		Q4	
Produce 14 short vowel and consonant sounds		Produce 26 short vowel and consonant sounds.		Produce and write all short vowel and consonant sounds			
3	I can consistently produce 14 short vowel and consonant sounds.	3	I can consistently produce 26 short vowel and consonant sounds.	3	I can consistently produce all short vowel and consonant sounds.	3	I can consistently produce all short vowel and consonant sounds.
2	I can sometimes produce 14 short vowel and consonant sounds.	2	I can sometimes produce 26 short vowel and consonant sounds.	2	I can sometimes produce all short vowel and consonant sounds.	2	I can sometimes produce all short vowel and consonant sounds.
1	I need help to produce 14 short vowel and consonant sounds.	1	I need help to produce 26 short vowel and consonant sounds.	1	I need help to produce all short vowel and consonant sounds.	1	I need help to produce all short vowel and consonant sounds.

Phonics - Decode Words					
K.RF.3.A.c Develop phonics in the reading process by blending letter sounds to decode simple words.					
Q1	Q2	Q3		Q4	
		Blend letter sounds to read simple words			
		3	I can consistently blend letter sounds to read simple words.	3	I can consistently blend letter sounds to read simple words.
		2	I can sometimes blend letter sounds to read simple words.	2	I can sometimes blend letter sounds to read simple words.
		1	I need help to blend letter sounds to read simple words.	1	I need help to blend letter sounds to read simple words.

Phonics - Create New Words

K.RF.3.A.d Develop phonics in the reading process by recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.

Q1	Q2	Q3	Q4	
			Create new words by changing, adding, or deleting letters	
			3	I can consistently create new words by changing, adding, or deleting letters.
			2	I can sometimes create new words by changing, adding, or deleting letters.
			1	I need help to create new words by changing, adding, or deleting letters.

Phonics - Write Messages

K.RF.3.A.d Develop phonics in the reading process by recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and words.

Q1	Q2	Q3	Q4	
			Use letter-sound knowledge to write simple messages and words	
			3	I can consistently use letter-sound knowledge to write simple messages and words.
			2	I can sometimes use letter-sound knowledge to write simple messages and words.
			1	I need help to use letter-sound knowledge to write simple messages and words.

Reading Comprehension - Read Alouds

K.R.1.A.b With assistance, develop and demonstrate reading skills in response to read alouds by asking and responding to questions about texts read aloud.

K.R.2.A.a With assistance, read, infer and draw conclusions to identify elements of a story, including setting, character, and key events.

K.R.3.A.a With assistance, read, infer and draw conclusions to identify the topic and details in an expository text heard and/or read referring to the words and/or illustrations.

K.R.3.C.c With assistance, read, infer and draw conclusions to name the main topic and recall key details of the text.

Q1		Q2		Q3		Q4	
Ask and respond to questions about texts read aloud		Identify characters and settings and retell the beginning, middle, and end of a story		Use pictures and words from non-fiction texts to discuss the information gained			
3	I can consistently ask and respond to questions about texts read aloud.	3	I can consistently identify characters and settings and retell the beginning, middle, and end of a story.	3	I can consistently use pictures and words from non-fiction texts to discuss the information gained.	3	I can consistently use pictures and words from non-fiction texts to discuss the information gained.
2	I can sometimes ask and respond to questions about texts read aloud.	2	I can sometimes identify characters and settings and retell the beginning, middle, and end of a story.	2	I can sometimes use pictures and words from non-fiction texts to discuss the information gained.	2	I can sometimes use pictures and words from non-fiction texts to discuss the information gained.
1	I need help to ask and respond to questions about texts read aloud.	1	I need help to identify characters and settings and retell the beginning, middle, and end of a story.	1	I need help to use pictures and words from non-fiction texts to discuss the information gained.	1	I need help to use pictures and words from non-fiction texts to discuss the information gained.

Writing - Products

K.W.2.A.a With assistance, draw/write opinion texts that use a combination of drawing and/or writing to tell an opinion about a topic or text being studied.

K.W.2.B.a With assistance, draw or write informative/ explanatory texts that use a combination of drawing and/or writing to name and inform about a topic or a text they are learning in school.

K.W.2.C.a With assistance, draw and/or write fiction or non-fiction narratives and poems that use a combination of drawing and/or writing to narrate a story or experience the student has had or has imagined.

Q1		Q2		Q3		Q4	
Draw pictures to communicate a story during the writing process		Draw and label pictures to communicate a story during the writing process		Draw and label pictures and write simple sentences to write opinion texts		Draw and label pictures and write simple sentences to write informative texts	
3	I can consistently draw pictures to communicate a story during the writing process.	3	I can consistently draw and label pictures to communicate a story during the writing process.	3	I can consistently draw and label pictures and write simple sentences to write opinion texts.	3	I can consistently draw and label pictures and write simple sentences to write informative texts.
2	I can sometimes draw pictures to communicate a story during the writing process.	2	I can sometimes draw and label pictures to communicate a story during the writing process.	2	I can sometimes draw and label pictures and write simple sentences to write opinion texts.	2	I can sometimes draw and label pictures and write simple sentences to write informative texts.
1	I need help to draw pictures to communicate a story during the writing process.	1	I need help to draw and label pictures to communicate a story during the writing process.	1	I need help to draw and label pictures and write simple sentences to write opinion texts.	1	I need help to draw and label pictures and write simple sentences to write informative texts.

Writing - Write Sentences

K.L.1.A.d In speech and written form, apply standard English grammar to demonstrate the use of complete sentences in shared language activities.

Q1	Q2	Q3		Q4	
		Write sentences with most of the sounds in words			
		3	I can consistently write sentences with most of the sounds in words.	3	I can consistently write sentences with most of the sounds in words.
		2	I can sometimes write sentences with most of the sounds in words.	2	I can sometimes write sentences with most of the sounds in words.
		1	I need help to write sentences with most of the sounds in words.	1	I need help to write sentences with most of the sounds in words.

Writing - Reread and Revise					
K.W.1.C.b Reread, revise, and edit drafts, with assistance from adults/peers, to edit by leaving spaces between words in a sentence.					
Q1	Q2	Q3		Q4	
		Write sentences with spaces between words			
		3	I can consistently write sentences with spaces between words.	3	I can consistently write sentences with spaces between words.
		2	I can sometimes write sentences with spaces between words.	2	I can sometimes write sentences with spaces between words.
		1	I need help to write sentences with spaces between words.	1	I need help to write sentences with spaces between words.

Grammar

K.L.1.B.b In speech and written form, apply standard English grammar to recognize that a sentence ends with punctuation marks.

K.L.1.B.d In speech and written form, apply standard English grammar to capitalize first word in a sentence.

Q1	Q2	Q3	Q4
		Write sentences with capitalization at the beginning, and punctuation at the end	
		3	I can consistently write sentences with capitalization at the beginning, and punctuation at the end.
		2	I can sometimes write sentences with capitalization at the beginning, and punctuation at the end.
		1	I need help to write sentences with capitalization at the beginning, and punctuation at the end.

Math

Kindergarten Math Rubrics

Rote Counts by Ones							
K.NS.A.1 Count to 100 by ones and tens.							
Q1		Q2		Q3		Q4	
Rote Counts by Ones		Rote Counts by Ones		Rote Counts by Ones		Rote Counts by Ones	
3	I can consistently count up to 50 by ones.	3	I can consistently count up to 75 by ones.	3	I can consistently count up to 100 by ones.	3	I can consistently count up to 100 by ones starting at any number.
2	I can sometimes count up to 50 by ones.	2	I can sometimes count up to 75 by ones.	2	I can sometimes count up to 100 by ones.	2	I can sometimes count up to 100 by ones starting at any number.
1	I need help to count up to 50 by ones.	1	I need help to count up to 75 by ones.	1	I need help to count up to 100 by ones.	1	I need help to count up to 100 by ones starting at any number.

Rote Counts by Tens							
K.NS.A.1 Count to 100 by ones and tens.							
Q1		Q2		Q3		Q4	
Rote Counts by Tens		Rote Counts by Tens		Rote Counts by Tens		Rote Counts by Tens	
3	I can consistently count up to 50 or beyond by tens.	3	I can consistently count up to 70 by tens.	3	I can consistently count up to 100 by tens.	3	I can consistently count up to 100 by tens starting at any number.
2	I can sometimes count up to 50 or beyond by tens.	2	I can sometimes count up to 70 by tens.	2	I can sometimes count up to 100 by tens.	2	I can sometimes count up to 100 by tens starting at any number.
1	I need help to count up to 50 or beyond by tens.	1	I need help to count up to 70 by tens.	1	I need help to count up to 100 by tens.	1	I need help to count up to 100 by tens starting at any number.

Counts and Writes Numbers Up to 20						
K.NS.A.2 Count forward beginning from a given number between 1 and 20.						
K.NS.A.4 Read and write numerals and represent a number of objects from 0 to 20.						
Q1		Q2		Q3		Q4
Counts and Writes Numbers Up to 20		Counts and Writes Numbers Up to 20		Counts and Writes Numbers Up to 20		
3	I can consistently count, write, and draw the correct numeral for objects in sets of 0-5.	3	I can consistently count, write, and draw the correct numeral for objects in sets of 0-10.	3	I can consistently count, write, and draw the correct numeral for objects in sets of 0-20.	
2	I can sometimes count, write, and draw the correct numeral for objects in sets of 0-5.	2	I can sometimes count, write, and draw the correct numeral for objects in sets of 0-10.	2	I can sometimes count, write, and draw the correct numeral for objects in sets of 0-20.	
1	I need help to count, write, and draw the correct numeral for objects in sets of 0-5.	1	I need help to count, write, and draw the correct numeral for objects in sets of 0-10.	1	I need help to count, write, and draw the correct numeral for objects in sets of 0-20.	

Compares Quantities (Greater than, Less than, Equal to)					
K.NS.C.10 Compare two or more sets of objects and identify which set is equal to, more than or less than the other.					
Q1		Q2		Q3	Q4
Compares Quantities (Greater than, Less than, Equal to)		Compares Quantities (Greater than, Less than, Equal to)			
3	I can consistently use counting and matching strategies to compare groups of objects up to 5 and use comparing language (equal to, more than, less than, most, fewer, least).	3	I can consistently use counting and matching strategies to compare groups of objects up to 10 and use comparing language (equal to, more than, less than, most, fewer, least).		
2	I can sometimes use counting and matching strategies to compare groups of objects up to 5 and use comparing language (equal to, more than, less than, most, fewer, least).	2	I can sometimes use counting and matching strategies to compare groups of objects up to 10 and use comparing language (equal to, more than, less than, most, fewer, least).		
1	I need help to use counting and matching strategies to compare groups of objects up to 5 and use comparing language (equal to, more than, less than, most, fewer, least).	1	I need help to use counting and matching strategies to compare groups of objects up to 10 and use comparing language (equal to, more than, less than, most, fewer, least).		

Names, Compares, and Describes Two and Three Dimensional Shapes					
K.GM.C.8 Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. Identify and describe the attribute of shapes, and use the attributes to sort a collection of shapes.					
Two Dimensional Shapes: squares, circles, triangles, rectangles, hexagons					
Three Dimensional Shapes: cubes, cones, cylinders, spheres					
Q1	Q2		Q3		Q4
	Names, Compares, and Describes Two and Three Dimensional Shapes		Names, Compares, and Describes Two and Three Dimensional Shapes		
	3	I can consistently identify and describe attributes of two dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.	3	I can consistently identify and describe attributes of three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.	
	2	I can sometimes identify and describe attributes of two dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.	2	I can sometimes identify and describe attributes of three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.	
	1	I need help to identify and describe attributes of two dimensional shapes and can compare two dimensional shapes with different sizes and orientations.	1	I need help to identify and describe attributes of three dimensional shapes and can compare three dimensional shapes with different sizes and orientations.	

Uses Simple Shapes to Form Larger Shapes

K.GM.C.9 Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. Draw or model simple two-dimensional shapes.

K.GM.C.10 Analyze squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. Compose simple shapes to form larger shapes using manipulatives.

Q1	Q2		Q3	Q4
	Uses Simple Shapes to Form Larger Shapes			
	3	I can consistently model the composition of two-dimensional shapes by drawing or using manipulatives.		
	2	I can sometimes model the composition of two-dimensional shapes by drawing or using manipulatives.		
	1	I need help to model the composition of two-dimensional shapes by drawing or using manipulatives.		

Fluently Adds Numbers within 5					
K.R.A.A.2 Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from. Demonstrate fluency for addition and subtraction within 5.					
Math fact fluency is made up of three key parts: efficiency, accuracy, and flexibility.					
Q1	Q2	Q3		Q4	
		Fluently Adds Numbers within 5		Fluently Adds Numbers within 5	
		3	I can consistently add within 5.	3	I can consistently add within 5 fluently.
		2	I can sometimes add within 5.	2	I can sometimes add within 5 fluently.
		1	I need help to add within 5.	1	I need help to add within 5 fluently.

Fluently Subtracts Numbers within 5					
K.R.A.A.2 Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from. Demonstrate fluency for addition and subtraction within 5.					
Math fact fluency is made up of three key parts: efficiency, accuracy, and flexibility.					
Q1	Q2	Q3		Q4	
				Fluently Subtracts Numbers within 5	
				3	I can consistently subtract within 5 fluently.
				2	I can sometimes subtract within 5 fluently.
				1	I need help to subtract within 5 fluently.

Makes Numbers Up to 10			
K.RA.A.1 Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from. Represent addition and subtraction within 10.			
Q1	Q2	Q3	Q4
			Make Numbers Up to 10
			3 I can consistently use objects, drawings, and equations to represent a problem while adding and subtracting (word problems or algorithms).
			2 I can sometimes use objects, drawing, or equations to represent a problem while adding and subtracting (word problems or algorithms).
			1 I need help to use objects, drawing, or equations to represent a problem while adding and subtracting (word problems or algorithms).

Science

Playground Cooldown

K.PS3.A.1 Make observations to determine the effect of sunlight on Earth's surface.

K.PS3.B.1 With prompting and support, use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

K.ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of year. [Clarification Statement: Emphasis is on relative comparisons of the amount of daylight in the winter to the amount in the spring or fall.]

K.ESS2.D.1 Use and share observations of local weather conditions to describe patterns over time. [Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]

K-2-ETS1-1, K.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

Q1	Q2	Q3	Q4
		Earth Science (Sun and Shade) Use observations to determine patterns and predictions on the effect of the sun on the earth's surface	
		3 I can consistently use observations to determine patterns and predictions on the effect.	
		2 I can sometimes use observations to determine patterns and predictions on the effect.	
		1 I need help using observations to determine patterns and predictions on the effect.	
		Earth Science (Sun and Shade): Use the design process to create a solution to a problem relating to the effects of sun and shade	

		3	I can consistently use the design process to create a solution to a problem relating to the effects of sun and shade.	
		2	I can sometimes use the design process to create a solution to a problem relating to the effects of sun and shade.	
		1	I need help using the design process to create a solution to a problem relating to the effects of sun and shade.	
		Earth Science: Use observations and data collection to identify weather patterns		
		3	I can consistently use observations and data collection to identify weather patterns.	
		2	I can sometimes use observations and data collection to identify weather patterns.	
		1	I need help using observations and data collection to identify weather patterns.	

Introduction to Plants and Animals

K.LS1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

K.ESS2.E.1 With prompting and support, construct an argument using evidence for how plants and animals (including but not limited to humans) can change the environment to meet their needs.

K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

Q1	Q2	Q3	Q4	
			Plants, Animals, and Environments: Compare the survival needs of plants and animals	
			3	I can consistently compare the survival needs of plants and animals.
			2	I can sometimes compare the survival needs of plants and animals.
			1	I need help comparing the survival needs of plants and animals.
			Plants, Animals, and Environments: Explain and show how plants and animals adapt to their environments to meet their needs	
			3	I can consistently explain and show how plants and animals adapt to their environments to meet their needs.
			2	I can sometimes explain and show how plants and animals adapt to their environments to meet their needs.
			1	I need help explaining and showing how plants and animals adapt to their environments to meet their needs.

			Plants, Animals, and Environments: Design a model that explains the different needs of animals (domestic vs. wild)	
			3	I can consistently use the design process to build a model that shows the different needs of animals.
			2	I can sometimes use the design process to build a model that shows the different needs of animals.
			1	I need help using the design process to build a model that shows the different needs of animals.

Social Studies

Civics: Identify Reasons For Making Rules And Problem-Solve Peacefully At School And At Home			
Missouri Priority Standards embedded throughout all units			
K.TS.7.E.a Ask questions and find answers about a topic, with assistance.			
K.TS.7.B.a Use visual tools to communicate information.			
K.TS.7.D.a Share findings about a social studies topic.			
Missouri Learning Standards			
K.PC.1.C Discuss the concept of individual rights.			
K.GS.2.C Describe why groups need to make decisions and how those decisions are made in families and classrooms.			
K.GS.2.D Describe the roles and responsibilities of people in authority in family and in groups.			
K.RI.6.B Explain how to resolve disputes peacefully in the classroom and on the playground.			
Q1	Q2	Q3	Q4
Civics: Identify reasons for making rules and problem-solve peacefully at school and at home			
3 I can consistently identify reasons for making rules. I can consistently problem-solve peacefully at school and at home.			
2 I can sometimes identify reasons for making rules. I can sometimes problem-solve peacefully at school and at home.			
1 I need help to identify reasons for making rules. I need help to problem-solve peacefully at school and at home.			

Civics: Identify Community Helpers And Explain Their Responsibilities				
K.GS.2.D Describe the roles and responsibilities of people in authority in family and in groups.				
K.PC.1.E Describe the character traits of role models within your family and/or school.				
Q1		Q2	Q3	Q4
Civics: Identify community helpers and explain their responsibilities				
3	I can consistently identify community helpers and explain their responsibilities.			
2	I can sometimes identify community helpers and explain their responsibilities.			
1	I need help to identify community helpers and explain their responsibilities.			

Culture: Discuss And Illustrate Family Traditions And Cultures

K.RI.6.A Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.

K.RI.6.C Share stories related to your family cultural traditions and family lore.

K.RI.6.D Describe how you and your family remember and commemorate your cultural heritage.

K.TS.7.A.b Use artifacts to share information on social studies topics.

Q1	Q2		Q3	Q4
	Culture: Discuss and illustrate family traditions and cultures			
	3	I can consistently discuss and illustrate family traditions and cultures.		
	2	I can sometimes discuss and illustrate family traditions and cultures.		
	1	I need help to discuss and illustrate family traditions and cultures.		

Geography: Describe Characteristics Of Different Communities And Locations

K.EG.5.A.a Identify maps as representations of real places.

K.RI.6.A Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expressions, food, dress, traditions.

1.EG.5.C Describe physical characteristics and human characteristics of your community.

Q1	Q2		Q3	Q4
	Geography: Describe characteristics of different communities and locations			
	3	I can consistently describe characteristics of different communities and locations.		
	2	I can sometimes describe characteristics of different communities and locations.		
	1	I need help to describe characteristics of different communities and locations.		

History: Compare Life In The Past And The Present

K.RI.6.A.a Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.

K.RI.6.C.a Share stories related to your family cultural traditions and family lore.

K.H.3.B.b Compare your family's life in the past and present.

K.EG.5.A.b With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home, etc.

Q1	Q2	Q3		Q4
		History: Compare life in the past and the present		
		3	I can consistently compare life in the past and the present.	
		2	I can sometimes compare life in the past and the present.	
		1	I need help to compare life in the past and the present.	

Culture: Describe The Contributions And Character Traits Of Role Models And Historical Figures				
K.H.3.C.a Describe the contributions of people typically studied in K-5 programs associated with national holidays.				
K.PC.1.E Describe the character traits of role models within your family or school.				
Q1	Q2	Q3		Q4
		Culture: Describe the contributions and character traits of role models and historical figures		
		3	I can consistently describe the contributions and character traits of role models and historical figures.	
		2	I can sometimes describe the contributions and character traits of role models and historical figures.	
		1	I need help to describe the contributions and character traits of role models and historical figures.	

Geography: Make And Use Maps Of Familiar Places

K.EG.5.A.a Identify maps as representations of real places.

K.EG.5.A.b With assistance, read, construct, & use maps of familiar places such as the classroom, the bedroom, the home, etc.

K.EG.5.A.c Match legend symbols to map features.

K.EG.5.B.a Apply positional words to locations within the classroom.

Q1	Q2	Q3	Q4	
			Geography: Make and use maps of familiar places	
			3	I can consistently make and use maps of familiar places.
			2	I can sometimes make and use maps of familiar places.
			1	I need help to make and use maps of familiar places.

Economics: Identify Examples Of Needs And Wants, Scarcity, And Opportunity Cost At Home And At School

K.E.4.A.a, K.E.4.A.b, K.E.4.A.c Describe examples of scarcity, opportunity cost, and needs & wants within your family and school.

K.GS.2.C Describe why groups need to make decisions and how those decisions are made in families and classrooms.

Q1	Q2	Q3	Q4	
			Economics: Identify examples of needs and wants, scarcity, and opportunity cost at home and at school	
			3	I can consistently identify examples of needs and wants, scarcity, and opportunity cost at home and at school.
			2	I can sometimes identify examples of needs and wants, scarcity, and opportunity cost at home and at school.
			1	I need help to identify examples of needs and wants, scarcity, and opportunity cost at home and at school.

Social Emotional Learning

Self-Awareness: Recognize And Understand Emotions, Thoughts And Values In One's Self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Identify and name helpful and unhelpful emotions
- Identify my emotions (happy, sad or mad)
- Identify a kind act I have experienced

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently identify and name helpful and unhelpful actions.	3	I can consistently identify my emotions (happy, sad or mad).	3	I can consistently identify a kind act I have experienced.	3	I can consistently identify my emotions, and identify and name helpful and unhelpful actions.
2	I can sometimes identify and name helpful and unhelpful actions.	2	I can sometimes identify my emotions (happy, sad or mad).	2	I can sometimes identify a kind act I have experienced.	2	I can sometimes identify my emotions, and identify and name helpful and unhelpful actions.
1	I need help to identify and name helpful and unhelpful actions.	1	I need help to identify my emotions (happy, sad or mad).	1	I need help to identify a kind act I have experienced.	1	I need help to identify my emotions, and identify and name helpful and unhelpful actions.

Self-Management: Manage One's Emotions, Thoughts And Actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching)
- Name "practice" and "keep trying" as ways to get better at something
- Begin to identify and practice using strategies to regulate emotions
- Identify and use calming strategies

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	3	I can consistently begin to identify and practice using strategies to regulate emotions.			3	I can consistently identify and use calming strategies.
2	I can sometimes identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	2	I can sometimes begin to identify and practice using strategies to regulate emotions.			2	I can sometimes identify and use calming strategies.
1	I need help to identify and begin to use strategies to manage actions in specific settings (ex: turning toward the speaker, listening, watching), and name "practice" and "keep trying" as ways to get better at something.	1	I need help to begin to identify and practice using strategies to regulate emotions.			1	I need help to identify and use calming strategies.

Social Awareness: Understand And Empathize With Others, Including Those From Diverse Backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Name the emotion someone (happy, sad or mad) in a given situation
- Identify and demonstrate kindness

Q1	Q2		Q3		Q4	
	Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
	3	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.	3	I can consistently identify and demonstrate kindness.	3	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.
	2	I can consistently name the emotion someone is feeling (happy, sad or mad) in a given situation.	2	I can sometimes identify and demonstrate kindness.	2	I can sometimes name the emotion someone is feeling (happy, sad or mad) in a given situation.
	1	I need help to name the emotion someone is feeling (happy, sad or mad) in a given situation.	1	I need help to identify and demonstrate kindness.	1	I need help to name the emotion someone is feeling (happy, sad or mad) in a given situation.

Relationship Skills: Initiate And Maintain Healthy And Supportive Relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Identify and engage in positive communication skills
- Suggest kind words to encourage others when they make a mistake
- Use clues to identify the feelings of others
- Demonstrate kind acts towards others to develop positive relationships
- Identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share)

Q1		Q2		Q3		Q4	
Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships		Initiate and maintain healthy and supportive relationships	
3	I can consistently identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	3	I can consistently use clues to identify the feelings of others.	3	I can consistently demonstrate kind acts towards others to develop positive relationships.	3	I can consistently identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).
2	I can sometimes identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	2	I can sometimes use clues to identify the feelings of others.	2	I can sometimes demonstrate kind acts towards others to develop positive relationships.	2	I can sometimes identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).
1	I need help to identify and engage in positive communication skills and suggest kind words to encourage others when they make a mistake.	1	I need help to use clues to identify the feelings of others.	1	I need help to demonstrate kind acts towards others to develop positive relationships.	1	I need help to identify and engage in positive problem solving conversations (ex: apologizing, taking turns, offering to share).

Responsible Decision-Making: Making Caring And Constructive Choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Identify solutions for personal and social problems with adult support
- Understand how personal choices will impact the outcome of a situation

Q1	Q2	Q3	Q4	
			Making caring and constructive choices	
			3	I can consistently identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			2	I can sometimes identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			1	I need help to identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.