

Reading

Reading Foundations

- [Letter Names](#)
- [Concepts of Print](#)
- [Phonemic Awareness](#)
- [Phonics and Decoding](#)

Fiction

- [Story Elements](#)

Nonfiction

- [Main Idea/Details](#)

Reading Foundations: Letters Names

- **K.RF.1.A.a: Identifying all upper- and lower- case letters in print.**

4.0 (EE)	<i>Examples could include:</i> <input type="checkbox"/> N/A
3.0 (ME)	<i>The student will:</i> <input type="checkbox"/> Identify and name all uppercase letters with accuracy and automaticity <input type="checkbox"/> Identify and name all lowercase letters with accuracy and automaticity
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0. Identify and name all upper and lowercase letters with accuracy and not automatically.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>uppercase, capital, and lowercase</i> ● Can find a given uppercase (capital) letter (Given a sheet of random uppercase letters, say, find the C.) ● Can find lowercase letters (Given a sheet of random lowercase letters, say, find the c.) ● Identify if a letter is uppercase or lowercase when shown individual letters
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Foundations: Concepts of Print

- RF.1A.K.c: Demonstrating that books are read left to right, top to bottom.
- RF.1A.K.f: Matching written words with spoken words when reading.

4.0 (EE)	<i>Examples could include:</i> <input type="checkbox"/> N/A
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Identifies the front and back cover<input type="checkbox"/> Demonstrate that books are read left to right<input type="checkbox"/> Demonstrate that books are read from top to bottom and page by page<input type="checkbox"/> Recognizes the difference between a word and letter in a book<input type="checkbox"/> Match written words with spoken words when reading (one to one)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">● Recall and recognize terms: <i>front cover, back cover, title, page, word, space</i>● Approximate pointing while reading● Understand words consist of individual sounds (phonemes)● Understand sounds are represented by letters
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Foundations: Phonemic Awareness

RF.2A.K Develop phonemic awareness in the reading process by:

- **RF.2A.K.a Identifying sounds in spoken words.**
- **RF.2A.K.f: Blending spoken phonemes to form one-syllable words.**
- **RF.2A.K.g: Isolating the initial, medial, and final sounds in spoken words**
- **RF.2A.K.h: Segmenting spoken words into two or three phonemes.**

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Producing and identifying sounds and syllables in spoken words <input type="checkbox"/> Distinguishing between long and short vowel sounds <input type="checkbox"/> Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify sounds in spoken words <input type="checkbox"/> Blend spoken phonemes to form one-syllable words <input type="checkbox"/> Segmenting spoken words into two or three phonemes <input type="checkbox"/> Isolating the initial, medial, and final sounds in spoken words
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>sound, word, rhyme, same, different</i> ● Understand words are made up of sounds (phonemes) ● Count words in a sentence ● Count syllables in spoken words ● Blend spoken onset and rimes to form simple words
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Reading Foundations: Phonics and Decoding

- K.RF.3.A.a: Naming and writing letter(s) for most short vowel and consonant sounds.
- K.RF.3.A.b: Reading high-frequency words.
- K.RF.3.A.c: Blending letter sounds to decode simple words.
- K.RF.3.A.d: Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and sounds.

4.0
(EE)

Examples could include:

- Write district issued high-frequency words
- Blending spoken phonemes to form one - or two-syllable words, including consonant blends, digraphs
- Segmenting spoken words of three to five phonemes into individual phonemes

3.0
(ME)

The student will:

- Produce consonant sound when presented with the letter with accuracy and automaticity**
- Produce short vowel sound when presented with the letter with accuracy and automaticity**
- Write consonant when presented with the sound**
- Write short vowel when presented with the sound**
- Reads at least 34 out of 38 high frequency words with accuracy and automaticity**
- Blend letter sounds to decode simple words (CVC)**
- Recognize that new words can be created when letters are changed, added, or deleted**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and recognize terms: *vowel, consonant, sound, blending*
- Identify high-frequency words in text
- Know 12/18 consonant sounds
- Know 3/5 short vowel sounds

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Fiction: Story Elements

K.R.2.A With assistance read, infer and draw conclusions to:

- a. identify elements of a story, including setting, character, and key events
- b. retell a main event from a story read aloud and/or familiar stories that students have previously read.

4.0
(EE)

Examples could include:

- Reads and comprehensions a fiction story above grade level
- Makes inferences based on text and illustrations
- Compares and contrasts two characters experiences

3.0
(ME)

The student will:

- Identify the setting**
- Identify characters in the story**
- Retell in sequence the key events from read alouds and familiar stories**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and recognize terms: *setting, character, key events, beginning, middle, and end*
- Answer basic questions about the text
- Uses illustrations to comprehend the story
- Recognize fiction is an invented story, usually narrative
- Notice and interpret details from text and pictures

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Nonfiction: Main Idea/Details

K.R.3.C.a, c and d: With assistance read, infer and draw conclusions to:

- **Ask and answer questions to clarify meaning.**
- **Name the main topic and recall key details of the text**
- **Ask and answer questions about unknown words.**

4.0
(EE)

Examples could include:

- Reads and comprehends informational text above grade level
- Makes inferences based on text and illustrations
- Identifies basic similarities between two texts on the same topic
- Describes the connection between two individuals, events, ideas or pieces of information

3.0
(ME)

With assistance the student will:

- Ask and answer questions about the text**
- Identify the main topic**
- Recall key details or facts from the text**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and recognize terms: *nonfiction, fact, main idea, key details*
- Understand that nonfiction texts include facts
- Understand authors have a purpose for writing the text
- Use illustrations to comprehension the text
- Notice and interpret details from text and pictures

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Kindergarten Math Proficiency Scales

Number Sense	<ul style="list-style-type: none">• Comparing Numbers• Counting, Reading and Writing Numbers• Place Value - Composing and Decomposing Numbers 11-20
Geometry	<ul style="list-style-type: none">• Shapes
Algebraic Thinking	<ul style="list-style-type: none">• Addition• Subtraction
Data	<ul style="list-style-type: none">• Sorting Objects and Graphs
Measurement	<ul style="list-style-type: none">• Time• Money

Number Sense: Comparing Numbers

K.NS.C Compare two or more sets of objects and compare two numerals, between 1 and 10, and determine which is more than or less than the other.

4.0
(EE)

Examples could include:

- Order quantities in the range of 11-20 from least to greatest or greatest to least
- Compare quantities larger than 10

3.0
(ME)

The student will:

- Compare two or more sets of objects and identify which set is equal to, more than or less than the other
- Compare two written numerals, between 1 and 10, and determine which is more than or less than the other
- Recognize and compare, without counting, the quantity of groups of up to five objects arranged in common patterns (subitize)
- Order quantities in the range of 1-10 from least to greatest or greatest to least

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- and recognize terms: *count, greater, greater than, less, less than, equal to, same as, fewer, fewer than, more than, match, number, order and balance*
- Count objects up to 5
- Understand that a number of objects in a set is the same regardless of their arrangement

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Sense: Counting, Reading and Writing Numbers

K.NS.A Know number names and count sequence

K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality

4.0
(EE)

Examples could include:

- **Count up to 120, starting at any number less than 120**
- **Read numerals to 120**
- **Write numerals to 120**
- **Count backward from a given number between 20 and 1, to zero**
- **Skip count by 5s to 100**
- **Skip count by 10s to 120**

3.0
(ME)

The student will:

- Recognize numbers and counts groups of objects within 0-10**
- Recognize numbers and counts groups of objects within 11-20**
- Recognize numbers and counts groups of objects within 21-30**
- Verbally count to one hundred by ones, beginning at one**
- Verbally count to one hundred by tens, beginning at ten**
- Count forward beginning from a given number between 1-20**
- Count backwards beginning from a given number between 1-10**
- Write numerals that represent a number of objects from 0-20**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- *Recall and recognize terms: count, number, numerals, forward, backward, ones, and tens*
- *Recognize and write numbers 0-5*
- *Demonstrate one to one correspondence within numbers 0-5*
- *Organize objects so that they can be counted easily*
- *Understand 0 means no objects or nothing*
- *Demonstrate that each successive number name refers to a quantity that is one larger than the previous number*

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

**Number Sense:
Place Value-Composing and Decomposing Numbers 11 to 20**

K.NBT.A Compose and decompose numbers from 11 to 20 into sets of tens with additional ones

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Count and make groups of tens and ones over 20. ● Understand that ten ones is the same as 1 group of ten ● Demonstrate two digit numbers are composed of tens and ones ● Compare two digit numbers using the symbols $>$, $=$, $<$ ● Calculate 10 more or 10 less than a given 2 digit number ● Add or subtract multiples of 10 from a given 2 digit number
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Make numbers from 11 to 20 into a set of ten with additional ones <input type="checkbox"/> Take apart numbers from 11 to 20 into a set of ten with additional ones
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>tens, ones, put together, take apart, compose, break apart, decompose, equal, equations, number, part and whole</i> ● <i>Recognize and count groups of objects totaling 11-20</i> ● <i>Recognize and group objects into sets of 10</i>
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geometry: Shapes

K.GM.A Reason with shapes and their attributes

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Distinguish between 2D and 3D shapes with defining and non-defining attributes<ul style="list-style-type: none">○ Circle, triangle, square, rectangle and hexagon○ Cube, cone, cylinder, and sphere● Draw 2D and 3D shapes with defining attributes● Identify 2D and 3D shapes from different perspectives and orientations● Compose and decompose a 3D shape into 2D shapes● Partition circles and squares into two and four equal parts, and describe the shares and the wholes verbally
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Identify 2D shapes (triangle, square, rectangle, circle, hexagon)<input type="checkbox"/> Count sides and corners/vertices of 2D shapes<input type="checkbox"/> Compare 2D shapes and know they can vary in size and orientation<input type="checkbox"/> Draw or model simple two-dimensional shapes
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and recognize terms: <i>attribute, corner (vertex), equal corners, equal sides, flat, side, straight, round</i>● Understand and describe measurable attributes (ex: longer, shorter, taller, smaller, same length)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Addition

K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none">● Change the grouping of 2 addends and get the same sum● Determine the missing number in an addition equation● Use strategies to add within 20● Use addition with a sum up to 20 to solve problems● Add three numbers with a sum up to 20● Develop an understanding of the equal sign, meaning “the same as”, to determine whether addition equations are true or false.● Demonstrate fluency for addition within 10
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Understand addition as putting groups together or adding to a group<input type="checkbox"/> Solve addition problems with numbers within 10 using objects or pictures<input type="checkbox"/> Demonstrate fluency for addition within 5
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none">● Recall and Recognize terms: <i>addition, putting together, adding to, plus, equal</i>● Put two groups of objects into one group and count how many in all. (ex. 2 red cubes and 3 blue cubes is 5 cubes in all)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Algebraic Thinking: Subtraction

K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from

4.0
(EE)

Examples could include:

- Determine the missing number in a subtraction equation
- Use strategies to subtract within 20
- Use subtraction with a sum up to 20 to solve problems
- Develop an understanding of the equal sign, meaning “the same as”, to determine whether subtraction equations are true or false.
- Demonstrate fluency for subtraction within 10

3.0
(ME)

The student will:

- Understand subtraction as taking apart a group or taking from the group**
- Solve subtraction problems with numbers 10 or less using objects or pictures**
- Demonstrate fluency for subtraction within 5**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and Recognize terms: *subtraction, taking apart and taking from, minus, equal*
- Take away from a group of objects and count what is left. (ex. 5 cubes take away 3 cubes leaves 2 cubes remaining)

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Data: Sorting Objects & Graphing

K.DS.A Classify objects and count the number of objects in each category (categorizing data)

4.0
(EE)

Examples could include:

- Collect and organize data gathered by the student with up to three categories
- Create a graph using gathered data with up to three categories
- Analyze and compare data from graphs with up to three categories
- Draw conclusions from t-chart, object chart and tally chart

3.0
(ME)

The student will:

- Sort objects into given categories**
- Count the number of objects in each category and represent on a simple graph**
- Can interpret a simple graph (greater than, less than, and equal to)**
- Show data on a provided bar graph for 2 categories (up to 10 bars per category)**

2.5
(NM)

No major errors or omissions regarding score 2.0 content and partial success at score 3.0.

2.0
(SD)

The student will:

- Recall and recognize terms: *classify, different, similar, sort, greater than, less than, and equal to*
- Describe attributes of an object (ex: color, shapes, size)
- Identify similarities and differences in objects

1.0
(AC)

With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Measurement: Time

K.GM.B Demonstrate an understanding of concepts of time and devices that measure time.

4.0 (EE)	<i>Examples could include:</i> <ul style="list-style-type: none">• Tell and write time in hours using analog and digital clocks• Tell and write time in half-hours using analog and digital clocks
3.0 (ME)	<i>The student will:</i> <ul style="list-style-type: none"><input type="checkbox"/> Name the days of the week in order<input type="checkbox"/> Name the four seasons<input type="checkbox"/> Know birthday
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> <ul style="list-style-type: none">• Recall and recognize terms: <i>clock, calendar, morning, afternoon, evening, first, second, third, next, and last</i>• Sequence the events of a day (breakfast in the morning, dinner at night)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Measurement: Money	
K.GM.B Demonstrate the understanding of monetary units. (identifying)	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> ● Know the value of the penny ● Know the value of the nickel ● Know the value of the dime ● Know the value of the quarter
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify pennies <input type="checkbox"/> Identify nickels <input type="checkbox"/> Identify dimes <input type="checkbox"/> Identify quarters
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recall and recognize terms: <i>coin, cents, penny, nickel, dime and quarter.</i> ● Can sort coins by any attribute
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Social Studies	
Government	<ul style="list-style-type: none"> ● Laws and Rules ● Solving Disputes Peacefully
Geography	<ul style="list-style-type: none"> ● Maps
History	<ul style="list-style-type: none"> ● Cultural Characteristics of Classmates and Family
Economics	<ul style="list-style-type: none"> ● Needs and Wants

Government: Laws and Rules

- **K.GS.1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**
 - **K.GS.1.A Identify reasons for making rules within the school.**
- **K.GS.2. Knowledge of principles of governance systems**
 - **K.GS.2.C. Describe why groups need to make decisions and how those decisions are made in families and classrooms.**

4.0 (EE)	<ul style="list-style-type: none"> ● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify reasons for making rules within the school <input type="checkbox"/> Describe why groups need to make decisions and how those decisions are made in families and classrooms
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall terms: <i>rules</i> ● Participate in decision-making ● Help make decisions at home ● Understand the rights of myself and my classmates ● Describe the traits of leaders at home and school
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Government: Solving Disputes Peacefully

<ul style="list-style-type: none"> ● K.H.6.B - Explain how to resolve disputes peacefully in the classroom and on the playground. 	
4.0 (EE)	<ul style="list-style-type: none"> ● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how to resolve disputes peacefully in the classroom and on the playground
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall specific terminology including: peacefully, disputes ● Recall and share examples of a past dispute
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geography: Maps

<ul style="list-style-type: none"> ● K.SS.5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment <ul style="list-style-type: none"> ○ K.SS.5.A. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. 	
4.0 (EE)	<ul style="list-style-type: none"> ● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. <input type="checkbox"/> Use position words to locate or describe location on a map
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall terms: <i>map, key, next to, between, beside</i> ● Describe and identify a map and its uses ● Find my way using a map ● Use position words to describe locations
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

History: Cultural Characteristics of Classmates and Family

<ul style="list-style-type: none"> ● K.H.6. Knowledge of relationships of individual and groups to institutions and cultural traditions <ul style="list-style-type: none"> ○ K.H.6.A- Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions. 	
4.0 (EE)	<ul style="list-style-type: none"> ● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress and traditions.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall terms: <i>celebrations, customs, holidays, traditions, and artistic expression</i> ● Share stories related to your family traditions
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Economics: Needs and Wants

- **K.SS.4 Knowledge of economic concepts and principals**
 - **K.SS.4.A Describe examples of needs and wants and scarcity within your family and school.**

4.0 (EE)	<ul style="list-style-type: none"> ● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes examples of needs and wants within your family and school <input type="checkbox"/> Describes examples of scarcity within your family
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ● Recognize and recall terms: <i>needs, wants, scarcity</i> ● Understand that people have and express needs and wants ● Understand there are limited resources
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Science Priority Standards

Asking Questions

Defining Problems

Patterns

Asking Questions

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> • Asks more than one question to have a deeper understanding and curiosity about a topic
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Can identify what a question is <input type="checkbox"/> Can ask at least one question on a topic
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p> <p><i>Examples could include:</i></p> <ul style="list-style-type: none"> - Understands the difference between questions and statements - Can ask questions using sentence stems
2.0 (SD)	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> • Participates and stays on topic
1.0 (AC)	<p>With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed</p>

Defining Problems

4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> • Define a simple problem and solution independently
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Define a simple problem and solution as a class
2.5 (NM)	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0.</p>

2.0 (SD)	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> • Can identify the difference between something that is a problem and something that is not
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Patterns	
4.0 (EE)	<p><i>Examples could include:</i></p> <ul style="list-style-type: none"> • Observe and identify simple patterns, describe the phenomena, and use evidence in the natural world, such as seasonal changes or plant life and animal life cycles
3.0 (ME)	<p><i>The student will:</i></p> <ul style="list-style-type: none"> ☐ Observe and identify simple patterns and describe the phenomena (specific example) in the natural world, such as seasonal changes or plant life and animal life cycles
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<p><i>With guidance, the student will:</i></p> <ul style="list-style-type: none"> • Observes and identifies simple patterns in the natural world, such as seasonal changes or plant life and animal life cycles
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed