

Grading Benchmarks – Kindergarten**Language Arts Literacy *Foundational*
Reading****1. Recognizes upper and lowercase letters (L.RF.K.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student recognizes and names 11 or below upper and lowercase letters.	Students recognize and names 12 to 17 upper and lowercase letters.	Student recognizes and names 18 to 39 upper and lowercase letters.	Student recognizes and names 40+ upper and lowercase letters.
2	Student recognizes and names 17 or below upper and lowercase letters.	Student recognizes and names 18 to 39 upper and lowercase letters.	Student recognizes and names 40 to 50 upper and lowercase letters.	Student recognizes and names all 52 letters.
3	Student recognizes and names 39 or below upper and lowercase letters.	Student recognizes and names 40 to 50 upper and lowercase letters.	Student recognizes and names all 52 letters.	

2. Identifies letter sounds (L.RF.K.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student produces 5 or fewer letter sounds.	Student produces 6 to 9 letter sounds.	Student consistently produces 10 to 13 letter sounds.	Student consistently produces 14+ letter sounds.
2	Student produces 10 or fewer letter sounds.	Student produces 11 to 15 letter sounds.	Student consistently produces 16 to 19 letter sounds.	Student consistently produces 20+ letter sounds.
3	Student produces 19 or fewer letter sounds.	Students produces 20 to 25 letter sounds.	Student consistently produces 26 letter sounds (short vowels).	Student consistently produces 31 letter sounds (short and long vowels).

3. Recognizes grade level high frequency words (L.RF.K.3)

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

4. Demonstrates understanding of features of print (L.RF.K.1)

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

5. Demonstrates understanding of spoken words, syllables and sounds (L.RF.K.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to: • Recognize rhyming words • Produce rhyming words.	With prompting and support, student is able to: • Recognize rhyming words. • Produce rhyming words.	Student is able to: • Recognize rhyming words. • Produce rhyming words • Isolate and identify the initial sound in three-phoneme words.	Student independently and consistently: • Recognizes and produces rhyming words. • Uses rhyming words in context. • Counts syllables in spoken words • Blends and segments onsets and rimes of single syllable spoken words. • Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words. • Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.

3	Student is unable to: - Count syllables in spoken words. - Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. - Count syllables in spoken words - Blend and segment onsets and rimes of single syllable spoken words. - Add or substitute individual sounds (phonemes) in simple, one syllable words to make new ones.	With prompting and support, student is able to: - Recognize and produce rhyming words - Count syllables in spoken words - Blend and segment onsets and rimes of single syllable spoken words. - Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words. - Add or substitute individual sounds (phonemes) in simple, one syllable words to make new ones.	Student consistently - Recognizes and produces most rhyming words. - Counts, pronounces, blends and segments syllables in spoken words. - Blends and segments onsets and rimes of single syllable spoken words. - Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words. - Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.	Student independently and consistently: - Recognizes and produces rhyming words. - Uses rhyming words in context. - Counts syllables in spoken words - Blends and segments onsets and rimes of single syllable spoken words. - Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme words. - Adds or substitutes individual sounds (phonemes) in simple, one syllable words to make new ones.
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6. Knows and applies grade-level phonics and word analysis skills when decoding words including high-frequency words and patterns of regularity (L.RF.K.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to: • Use letter sounds and word analysis skills to decode unknown words. • Distinguish beginning sounds that have been presented. • Distinguish ending sounds that have been presented. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student inconsistently: • Uses learned letter sounds and word analysis skills to decode unknown words. • Distinguish beginning sounds that have been presented. • Distinguish ending sounds that have been presented. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student independently: • Uses learned letter sounds and word analysis skills to decode unknown words. • Distinguishes beginning sounds that have been presented. • Distinguishes ending sounds that have been presented. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student independently and consistently: • Uses learned letter sounds and word analysis skills to decode multisyllabic words in above grade level text. • Distinguishes all beginning sounds and can produce a word for each. • Distinguishes all ending sounds. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)

3	Student is unable to: • Use letter sounds and word analysis skills to decode unknown words. • Produce all introduced sounds decoding words. • Distinguish between similarly spelled words. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student inconsistently: • Uses learned letter sounds and word analysis skills to decode unknown words. • Produces all introduced sounds when decoding words. • Distinguish between similarly spelled words by identifying the sounds of the letters that differ. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student independently: • Uses learned letter sounds and word analysis skills to decode unknown words. • Produces all introduced sounds when decoding words. • Distinguishes between similarly spelled words by identifying the letter sounds that differ. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)	Student independently and consistently: • Uses learned letter sounds and word analysis skills to decode multisyllabic words in above grade level text. • Produces all introduced sounds when decoding words in above grade level text. • Distinguishes between similarly spelled words by identifying the letter sounds that differ. • Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant • Associate the long and short sounds with the common spellings (graphemes) for the five major vowels • Read high-frequency words with automaticity • Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)
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July 2026

7. Reads emergent-reader texts with accuracy to support comprehension (L.RF.K.4; RL.K.10; RI.K.10)

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

Reading Literature

1. Asks and answers questions to demonstrate understanding of a literary text (e.g. who, what, where, when, how, why) including questions about the author and illustrator (RL.CR.K.1, RL.PP.K.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	• Student is unable to answer questions about key details in the text (e.g. who, what).	• Student is beginning to use the text to answer literal questions about key details in the text (e.g. who, what).	• Student consistently answers questions about key details in the text (e.g. who, what).	• Student consistently asks and answers questions about key details in the text (e.g. who).
2	• Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when). • Student is unable to identify the author of a literary text.	• With teacher prompting and support, student answers questions about key details in grade level texts or below level texts (e.g. who, what, where, when). • With teacher prompting and support, student is able to identify the author of a literary text.	• Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when). • Student is able to identify the author of a literary text.	• Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when). • Student is able to identify and define the role of an author of a literary text.
3	• Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how). • Student is unable to identify the illustrator of a literary text.	• With teacher prompting and support, student answers questions about key details in grade level texts (e.g. who, what, where, when, why, how). • With teacher prompting and support, student is able to identify the illustrator of a literary text.	• Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how). • Student is able to identify the illustrator of a literary text.	• Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how). • Student is able to identify and define the role of an illustrator of a literary text.

2. Identifies the setting and central message of familiar literary texts and recalls with accuracy using details (RL.CI.K.2, RL.MF.K.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student attempts to determine the central message(s); however, the central message may be stated incorrectly or may be missing. Student is unable to retell a sequence of events in literary texts.	- Student identifies the central message(s) and includes some supporting details. - Student is beginning to retell a sequence of events in literary texts.	- Student identifies the central message(s) correctly and includes many supporting details. - Student retells a sequence of events in literary texts.	- Student clearly and accurately identifies the central message(s) and includes most of the relevant and supporting details. - Student retells a sequence of events in literary texts.
3	Student attempts to determine the central message(s); however, the central message may be stated incorrectly or may be missing. Student is unable to retell a sequence of events in literary texts. Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text.	- Student identifies the central message(s) and includes some supporting details. - Student is beginning to retell a sequence of events in literary texts. - Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.	- Student identifies the central message(s) correctly and includes many supporting details. - Student retells a sequence of events in literary texts. - Student consistently distinguishes between information provided by pictures and information provided by words in a text.	- Student clearly and accurately identifies the central message(s) and includes most of the relevant and supporting details. - Student retells a sequence of events in literary texts. - Student consistently distinguishes, in above grade- level text, between information provided by pictures and information provided by words.

3. Identifies and compares and contrasts characters and major events within a story, as well as two similar texts (RL.IT.K.3, RL.CT.K.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	• Student is unable to compare and/or contrast two or more characters or events in text. • Student is unable to use details from the text and illustrations to make connections to the characters, events and setting of a story.	• With prompting and support, student is beginning to compare and/or contrast two or more characters or events in text. • Student is beginning to use details from the text and illustrations to make connections to the characters, events and setting of a story.	• Student consistently compares and/or contrasts two or more characters or events in text. • Student uses details from the text and illustrations to make connections	In above grade level text, student: • Independently, student consistently compares and/or contrasts two or more characters or events in text. • Student makes sophisticated inferences about characters and events using text clues and illustrations.
3	Within two literary texts on the same topic, student does not: • Student does not use background knowledge to make connections between their own lives, other books and the world. • Student does not make inferences about characters and events using text clues and illustrations. • Student does not identify relationships between characters • Student does not identify relationships between characters.	With prompting and support, using two literary texts on the same topic, student: • Student attempts to use background knowledge to make connections between their own lives, other books and/or the world. • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between character.	Within two literary texts on the same topic, student consistently: • Student uses background knowledge to make connections between their own lives, other books and the world. • Student makes inferences about characters and events using text clues and illustrations. • Student identifies relationships between characters.	Within two literary above grade level texts, student consistently: • Student uses background knowledge to make meaningful connections between their own lives, other books and the world. • Student makes sophisticated inferences about characters and events using text clues and illustrations. • Student identifies and draws conclusions from relationships between characters.

4. Recognizes common types of literary texts and identifies features of print (RL.TS.K.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	The student is unable to: - Identify the front cover, back cover, and title page of a literary text. - Recognize the characteristics of a literary text, such as a nursery rhyme (rhyme and rhythm, repetition).	With support, the student is able to: - Identify the front cover, back cover, and title page of a literary text. - Recognize the characteristics of a literary text, such as a nursery rhyme (rhyme and rhythm, repetition).	Student is able to: - Identify the front cover, back cover, and title page of a literary text. - Recognize the characteristics of a literary text, such as a nursery rhyme (rhyme and rhythm, repetition).	Student is consistently able to: - Identify the front cover, back cover, and title page of a literary text. - Recognize the characteristics of a literary text, such as a nursery rhyme (rhyme and rhythm, repetition).
2	The student is unable to: Recognize the characteristics of a literary text, such as a storybook (simple plot, characters, theme).	With support, the student is able to: Recognize the characteristics of a literary text, such as a storybook (simple plot, characters, theme).	Student is able to: Recognize the characteristics of a literary text, such as a storybook (simple plot, characters, theme)	Student is consistently able to: Recognize the characteristics of a literary text, such as a storybook (simple plot, characters, theme).
3	The student is unable to: - Recognize the characteristics of a literary text, such as a folktale (passed down from generation to generation, stories with morals). - Recognize the characteristics of a poem (rhyme and rhythm, repetition of language patterns).	With support, the student is able to: - Recognize the characteristics of a literary text, such as a folktale (passed down from generation to generation, stories with morals). - Recognize the characteristics of a poem (rhyme and rhythm, repetition of language patterns.)	Student is able to: - Recognize the characteristics of a literary text, such as a folktale (passed down from generation to generation, stories with morals). - Recognize the characteristics of a poem (rhyme and rhythm, repetition of language patterns.)	Student is consistently able to: - Recognize the characteristics of a literary text, such as a folktale (passed down from generation to generation, stories with morals). - Recognize the characteristics of a poem (rhyme and rhythm, repetition of language patterns.)

READING INFORMATIONAL

1. Asks and answers questions to demonstrate understanding of an informational text including questions about the author and illustrator (RI.CR.K.1, RI.PP.K.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	• Student is unable to answer questions about key details in the text (e.g. who, what).	• Student is beginning to use the text to answer literal questions about key details in the text (e.g. who, what).	• Student consistently answers questions about key details in the text (e.g. who, what).	• Student consistently asks and answers questions about key details in the text (e.g. who, what).
2	• Student is rarely able to ask or answer questions about key details in the text (e.g. who, what where, when,). • Student is unable to identify the author of an informational text.	• With teacher prompting and support, student answers questions about key details in grade level texts or below level texts (e.g. who, what, where, when). • With teacher prompting and support, student is able to identify the author of an informational text.	• Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when). • Student is able to identify the author of an informational text.	• Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when). • Student is able to identify and define the role of an author of an informational text.
3	• Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how). • Student is unable to identify the illustrator an informational text.	• With teacher prompting and support, student answers questions about key details in grade level texts (e.g. who, what, where, when, why, how). • With teacher prompting and support, student is able to identify the illustrator of informational text.	• Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how). • Student is able to identify the illustrator of an informational text.	• Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how). • Student is able to identify and define the role of an illustrator of an informational text.

2. Identifies the main topic and key details within an informational text, as well as between two similar texts (RI.CL.K.2, RIAA.K.7, RI.CT.K.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	• Student identifies the main idea(s); however, the main idea may be stated incorrectly, May contain few, incorrect or irrelevant supporting details. • Student is unable to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • Student is unable to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea(s) and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies. • With support, student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • With support, student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea(s) correctly and includes many supporting details. Response is stated mostly in the student's own words. May contain minor inaccuracies. • Student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• In above grade level text, student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. Response is stated in the student's own words. • Student is able to retell a series of key details in above grade level informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in above level text and explain how that information is applied.

3	• Fails to make an inference, or makes an inference which is illogical or irrelevant • Student is unable to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • Student is unable to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Makes a general inference about character(s) and/or event(s) with few/no supporting details or uses irrelevant details. • With support, student is able to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • With support, student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Makes a general inference about character(s) and/or events(s) with some supporting details or uses irrelevant details. • Student is able to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • Student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• In above grade level texts, student makes logical and relevant inferences about character(s) and/or event(s). Details from the reading support the inferences made. • Student is able to retell a series of key details in above-grade level informational texts (e.g. who, what, where, when, why, how). • Student is able to identify the reasons an author gives to support points in above level text and explain how that information is applied.
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3. Compares and contrasts people, places, and events within a text, describing the relationship between illustrations and the text in which they appear (RI.IT.K.3, RI.MF.K.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student does not identify similarities and differences between two individuals, events, ideas or pieces of information in a text.	With prompting and support, student does not identify similarities and differences two individuals, events, ideas or pieces of information in a text.	Student identifies similarities and differences between two individuals, events, ideas or pieces of information in a text.	Within above grade level texts, student identifies similarities and differences between two individuals, events, ideas or pieces of information in a text.
3	Within two informational texts on the same topic, student does not: Student does not identify similarities and differences between characters, experiences, descriptions, procedures or events using text clues and illustrations.	With prompting and support, using two informational texts on the same topic, student Student does not identify similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations.	Within two information texts on the same topic, student consistently: Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations.	Within two informational above grade level texts, student consistently: Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations.

4. Recognizes common types of informational texts and identifies features of print (RI.TS.K.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	The student is unable to: Identify the front cover, back cover, and title page of an informational book.	With support, the student is able to: Identify the front cover, back cover, and title page of an informational book.	Student is able to: Identify the front cover, back cover, and title page of an informational book.	Student is consistently able to: Identify the front cover, back cover, and title page of a book.

2	The student is unable to: • Recognize characteristics of different types of informational texts, such as a biography.	With support, the student is able to: • Recognize characteristics of different types of informational texts, such as a biography.	Student is able to: • Recognize characteristics of different types of informational texts, such as a biography.	Student is consistently able to: • Recognize characteristics of different types of informational texts, such as a biography.
3	The student is unable to: • Recognize the characteristics of an informational text, such as a howto manual, noticing and using organizational tools (heading, label, index).	With support, the student is able to: • Recognize the characteristics of an informational text, such as a howto manual, noticing and using organizational tools (heading, label, index).	Student is able to: • Recognize the characteristics of an informational text, such as a howto manual, noticing and using organizational tools (heading, label, index).	Student is consistently able to: • Recognize the characteristics of an informational text noticing and using organizational tools (heading, label, index).

Language Arts Literacy *Writing/Language*

1. Demonstrates command and use of the conventions of writing (grammar, syntax, and punctuation) (L.WF.K.1, L.KL.K.1, L.WF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student does not demonstrate understanding of key concepts of grammar, usage and mechanics. Student copies a few letters and number correctly. Able to use letters and scribbles in various places on the paper.	Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including: - Capitalizing the first letter of his/her name. - Capitalizing the pronoun “I”. - Copying most letters and numbers correctly. Able to string letters together in a single line.	Student demonstrates understanding of key concepts of grammar, usage and mechanics including: - Capitalizing the first letter of his/her name. - Capitalizing the pronoun “I”. - Copying all letters and numbers that have been presented correctly. Inconsistently able to use spaces to separate strings of letters Begins to use spaces to separate words.	Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including: - Capitalizing the first letter of his/her name - Capitalizing the pronoun “I”. - Writing all upper and lowercase letters and numbers correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.

2	• Student does not demonstrate understanding of key concepts of grammar, usage and mechanics. • Student copies most letters and numbers	Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I”.	Student demonstrates understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name.	Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name
	correctly. Able to string letters together in a single line.	Copying all letters and numbers that have been presented correctly. Inconsistently able to use spaces to separate strings of letters.	• Capitalizing the pronoun “I”. • Beginning to use ending punctuation including periods and question mark. Writing most letters and numbers that have been presented correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.	• Capitalizing the pronoun “I”. • Correct use of ending punctuation marks including period and question mark. Writing own name with capital and lowercase letters and all number correctly. Consistently and independently able to use spaces and directionality

3	• Student does not demonstrate understanding of key concepts of grammar, usage and mechanics. • Student writes some letters and number correctly. Inconsistently able to use spaces to separate strings of letters.	Student is beginning to demonstrate understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I”. • Capitalizing the first word in a sentence. • Use of ending punctuation including period and question mark. • Use of complete sentences. • Writing most letters and numbers correctly. Consistently able to use spaces to separate words and writes left to right and top to bottom.	Student demonstrates understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I”. • Capitalizing the first word in a sentence. • Use of ending punctuation including period, question mark and exclamation point. • Use of complete sentences. • Writing all upper and lowercase letters and numbers correctly. Consistently and independently able to use spaces and directionality.	Student consistently demonstrates understanding of key concepts of grammar, usage and mechanics including: • Capitalizing the first letter of his/her name • Capitalizing the pronoun “I”. • Capitalizing the first word in a sentence. • Correct use of ending punctuation including period, question mark and exclamation point. • Use of commas to separate words in a series. • Use of complex/compound sentences. • Writing all upper and lowercase letters correctly and applies to all areas of writing. Student write all numbers correctly. Consistently and independently able to write two or more sentences in a story format.
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2. Demonstrate command of the conventions of encoding and spelling (LWF.K.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student is unable to write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student consistently: • Writes a letter or letters for all consonant and short vowel sounds. • Spells simple words phonetically using knowledge of sound-letter relationships.

2	Student is able to write a letter or letters for a few consonant and short vowel sounds.	Student sometimes or rarely: • Uses knowledge of taught letter sounds when spelling simple words or taught high frequency words. • Can identify letter(s) for given sounds in isolation but may struggle to put the sounds in context of the whole word.	Student frequently: • Uses knowledge of taught letter sounds when spelling some simple words. • Spells many taught high frequency words accurately.	Student consistently: • Uses knowledge of taught letter sounds when spelling most simple words. • Spells all taught high frequency words accurately. • Transfers to independent writing.
3	With prompting and support student: • Uses knowledge of taught letter sounds to spell simple words phonetically, but rarely transfers to independent writing. • Struggles to spell high frequency words accurately.	Student sometimes or rarely: • Uses knowledge of taught letter sounds to spell simple words in isolation. • Transfers to independent writing.	Student frequently: • Uses knowledge of taught letter sounds when spelling some simple words. • Spells many taught high frequency words accurately. • Transfers to independent writing.	Student consistently: • Uses knowledge of taught letter sounds when spelling simple and complex words. • Spells all taught high frequency words accurately. • Applies knowledge of sound-letter relationships to spell untaught words accurately.

3. Defines and uses grade-level appropriate vocabulary (L.VL.K.2, L.VI.K.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student is unable to: - Determine or clarify the meaning of unknown and multiple-meaning words and phrases. - Identify new meanings for familiar words and apply them accurately - Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identifies real-life connections between words and their use.	With prompting and support student is able to: - Determine or clarify the meaning of unknown and multiple-meaning words and phrases. - Identify new meanings for familiar words and apply them accurately - Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). Identifies real-life connections between words and their use.	Student consistently: - Determines or clarifies the meaning of unknown and multiple-meaning words and phrases. - Identifies new meanings for familiar words and apply them accurately - Uses the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. - Explores word relationships and nuances in word meanings. - Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identifies real-life connections between words and their use. - Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.	In above grade-level text, student consistently: - Determines or clarifies the meaning of unknown and multiple-meaning words and phrases. - Identifies new meanings for familiar words and apply them accurately - Uses the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word. - Explores word relationships and nuances in word meanings. - Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). - Identifies real-life connections between words and their use. - Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.

4. Uses a combination of drawing, dictating, and writing to compose texts to convey ideas in specific modes, such as opinion, informative, and narrative(W.AW.K.1; W.IW.K.2; W.NW.K.3, W.WP.K.4, W.WR.K.5, W.SE.K.6, W.RW.K.7, SL.UM.K.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student is unable to: • Generate relevant ideas on a specific topic. • Name the topic they are telling, sketching, dictating or writing about. • Draw pictures or dictate to express ideas.	With prompting and support, student is able to: • Generate relevant ideas on a specific topic. • Name the topic they are telling, sketching, dictating or writing about. • Draws pictures and dictates to express ideas some of the time.	Student is consistently able to: • Generate relevant ideas on a specific topic. • Name the topic they are telling, sketching, dictating or writing about. • Includes at least one relevant detail. • Draws pictures and dictates to express ideas most of the time.	Student consistently: • Demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Dictates or uses a relevant label when sketching. • Includes three relevant details. • Draws pictures and dictates to express ideas.
2	• Student’s ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student draws pictures and dictates to express ideas some of the time but not yet dictate a label for pictures or sketches. • Makes little or no attempt to add detail to pictures or text based on feedback from teachers.	• Student demonstrates some organization and order when telling or sketching a story. • Student draws pictures and dictates to express ideas most of the time adding relevant details. • Student dictates a label that is partially related to the picture. • Attempts to add more details to pictures and/or based on feedback from teacher(s).	• Student demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Student draws, dictates, and uses “writing” (beginning/ending sounds, labeling) • Add more details to pictures and/or text based on feedback from teacher(s). • Student includes three relevant details	Student’s telling, sketching, and writing are organized with a beginning, middle and end and include four or more relevant details. Student consistently draws pictures and uses “writing” with spacing (decodable words, high-frequency words) • Adds details to pictures and/or text.

3	• Student's ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching • Student draws pictures and dictates to express ideas most of the time but does not yet dictate a label for pictures or sketches.	• Student demonstrates some organization and order when telling or sketching a story. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. • Student draws pictures, dictates, and uses "writing" (beginning/ending sounds). • Attempts to add more details to pictures and/or text based on feedback from teacher(s) or may add details at times.	• Student demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Student draws pictures, dictates, and uses "writing" (decodable words, high frequency-words) to express ideas in a sentence most of the time. • Student dictates or uses a relevant label when sketching. • Student includes three relevant details to pictures and/or text based on feedback from teacher(s).	• Student's telling, sketching, and writing are organized with a beginning, middle and end and include four or more relevant details. • Student consistently draws pictures and "writes", using more than one sentence to elaborate. Student independently adds details to pictures and/or text.
	• Makes little or no attempt to add detail to pictures or text based on feedback from teacher(s).			

Language Arts Literacy
Listening and Speaking

1. Clearly expresses ideas orally (SL.PE.K.1; SL.II.K.2; SL.ES.K.3; SL.PI.K.4; SL.AS.K.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student seldom: • Expresses ideas in complete sentences. • Follows implicit rules for conversation	Student is able to: • Use simple sentences • Share stories, familiar experiences and interests. • Speak clearly enough to be understood by most audiences.	Student consistently: • Uses complex sentences • Shares stories, familiar experiences and interests. • Speaks clearly enough to be understood by all audiences using appropriate volume.	Student consistently: • Describes people, places, things and events with relevant details. • Expresses ideas and feelings clearly.

2. Demonstrates listening skills for information and understanding (SL.PE.K.1; SL.ES.K.3)

Trimester		Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	•	- Student requests clarification of a text read aloud or information presented orally or through other media by asking questions - Student asks questions about what a speaker says in order to seek help	- Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood - Student asks about what a speaker says in order to seek help or get information	- Student asks and answers questions about key details in a text read aloud or information presented orally or through another media - Students asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood	- Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media - Student asks and answers questions about what a speaker says in order to clarify comprehension or deepen understanding of a topic or issue

3. Participates in group discussions actively and appropriately (SL.PE.K.1; SL.II.K.2; SL.ES.K.3; SL.PIK.4; SL.AS.K.6)

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

4. Describe familiar people, places, things, and events with prompting and support, providing additional details (SL.PE.K.1; SL.II.K.2; SL.ES.K.3, SL.PI.K.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	With prompting, support, and scaffolding, student: Asks and answers questions key details in a text read aloud or information presented orally or through other media.	With reminding and redirecting, student: Asks and answers questions about key details in a text read aloud or information presented orally or through other media.	Independently and consistently, student: Asks and answers questions about key details in a text read aloud or information presented orally or through other media.	Independently and consistently with above grade level complexity, student: Asks and answers questions about key details in a text read aloud or information presented orally or through other media.
3	With prompting, support, and scaffolding, student: - Asks and answers questions about key details in a text read aloud or information presented orally or through other media. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	With reminding and redirecting, student: - Asks and answers questions about key details in a text read aloud or information presented orally or through other media. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Independently and consistently, student: - Asks and answers questions about key details in a text read aloud or information presented orally or through other media. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Independently and consistently with above grade level complexity, student: - Asks and answers questions about key details in a text read aloud or information presented orally or through other media. - Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Social Studies

1. Demonstrates an understanding of concepts.

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.

Physical Education/Health

1. Demonstrates competency in movement, skills and concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: • Gross and fine motor skills • Selection of appropriate strategies to accomplish activities • Safety • Wellness	• Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Demonstrates sportsmanship • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Mathematics

Counting and Cardinality

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

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

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

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

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group up to 10	Independently counts up to 10 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 10 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.
2	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group up to 20	Independently counts up to 20 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 20 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.
3	Little or no understanding of counting the number of objects in a group	With prompting and support, able to count the number of objects in a group to 100	Independently counts up to 100 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.	Independently counts past 100 to tell the number of objects in a group using one to one correspondence and can show a given number of objects.

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	With guidance, support and prompts student can count to 10 by ones.	Student inconsistently counts to 10 by ones.	Consistently and independently counts to 10 by ones.	Consistently and independently counts to 20 and beyond by ones.
2	With guidance, support and prompts student can count to 20 by ones.	Student inconsistently counts to 20 by ones.	Consistently and independently counts to 20 by ones.	- Consistently and independently counts to 50 and beyond by ones. - Consistently and independently counts to 50 and beyond by tens.

3	• With guidance, support and prompts student can count to 100 by ones. • With guidance, support and prompts student can count to 100 by tens.	• Student inconsistently counts to 100 by ones. • Student inconsistently counts to 100 by tens.	• Consistently and independently counts to 100 by ones. • Consistently and independently counts to 100 by tens.	• Consistently and independently counts to 100 and beyond by ones. • Consistently and independently counts to 100 and beyond by tens.
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5. Compares sets of objects to tell greater than, less than, or equal quantities (K.CC.C.6; K.CC.C.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Unable to identify groups containing 10 or less objects as more, less or equal.	With prompting and support identifies groups containing 10 or less objects as more, less or equal.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal and by how many.
2	Unable to identify groups containing 10 or less objects as more, less or equal and by how many.	With prompting and support identifies groups containing 10 or less objects as more, less or equal and by how many.	Consistently and independently identifies groups containing 10 or less objects as more, less or equal and by how many.	Consistently and independently identifies groups containing more than 10 objects as more, less or equal and by how many.
3	Unable to identify groups containing 20 or less objects as more, less or equal and by how many.	With prompting and support: • Identifies groups containing 20 or less objects as more, less or equal and by how many. • Compares 2 numbers between 1 and 10 presented as written numerals.	Consistently and independently: • Identifies groups containing 20 or less objects as more, less or equal and by how many. • Compares 2 numbers between 1 and 10 presented as written numerals.	Consistently and independently: • Identifies groups containing more than 20 objects as more, less or equal and by how many. • Compares 2 numbers between 1 and 20 presented as written numerals.

Operations and Algebraic Thinking

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

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

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Student is able to: - Represents addition up to 5. - Solves addition word problems and adds within 5. - Decomposes numbers less than or equal to 5 into pairs in more than one way. - Finds the number that makes 5 when added to a given number.	With prompting and support, student: - Represents addition up to 10. - Solves addition word problems and adds within 10. - Decomposes numbers less than or equal to 10 into pairs in more than one way. - Finds the number that makes 10 when added to a given number.	Student consistently: - Represents addition and subtraction up to 10. - Solves addition word problems and adds within 10. - Decomposes numbers less than or equal to 10 into pairs in more than one way. - Finds the number that makes 10 when added to a given number.	Student independently and consistently: - Represents addition and subtraction up to 20. - Solves addition word problems and adds within 20. - Decomposes numbers less than or equal to 20 into pairs in more than one way. - Finds the number that makes 20 when added to a given number.
3	NOT ASSESSED AT THIS TIME			

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Student is able to: - Represents subtraction up to 5. - Solves subtraction word problems and subtracts within 5. - Decomposes numbers less than or equal to 5 into pairs in more than one way. - Finds the number that makes 5 when added to a given number.	With prompting and support, student: - Represents subtraction up to 10. - Solves subtraction word problems and subtracts within 10. - Decomposes numbers less than or equal to 10 into pairs in more than one way. - Finds the number that makes 10 when added to a given number.	Student consistently: - Represents subtraction up to 10. - Solves subtraction word problems and subtracts within 10. - Decomposes numbers less than or equal to 10 into pairs in more than one way. - Finds the number that makes 10 when added to a given number.	- Finds the number that makes 10 when added to a given number. Student independently and consistently: - Represents subtraction up to 20. - Solves and subtraction word problems and subtracts within 20. - Decomposes numbers less than or equal to 20 into pairs in more than one way. - Finds the number that makes 20 when added to a given number.
3	NOT ASSESSED AT THIS TIME			

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Unable to add accurately and efficiently within 5.	With prompting and support, adds accurately and efficiently within 5.	Consistently and independently adds accurately and efficiently within 5.	Consistently and independently adds accurately and efficiently within 10 without manipulatives.
3	NOT ASSESSED AT THIS TIME			

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	Unable to subtract accurately and efficiently within 5.	With prompting and support, subtracts accurately and efficiently within 5.	Consistently and independently subtracts accurately and efficiently within 5.	Consistently and independently subtracts accurately and efficiently within 10 without manipulatives.
3	NOT ASSESSED AT THIS TIME			

Numbers and Operations in Base Ten

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

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

Measurement

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

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

2. Identify all U.S. coins and the one-dollar bill (K.M.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student does not identify the values of U.S. coins and the one dollar bill.	With prompting and support, the student can identify the values of U.S coins and the one-dollar bill.	Student consistently and independently identifies the value of U.S. coins and the one-dollar bill.	In addition to identifying the value of U.S. coins and the one-dollar bill consistently and independently, the student can count on to find the value of a group of U.S. coins.

Data Literacy

1. Classifies objects and counts the number of objects in each category (K.DL.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Unable to classify objects into given categories, count the number of objects and sort by the count (up to ten objects in each category).	With prompting and support classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Consistently and independently classifies objects into given categories, counts the number of objects and sorts by the count (up to ten objects in each category).	Student meets all the criteria of Meets Standard and can also create categories and classifies a given collection of objects during work times as well as other curricular/play activities.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

Geometry

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

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

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Unable to: • Draw • Model • Compose simple shapes to form larger shapes. • Compare and contrast plane figures and 3D solids using informal language to describe attributes.	With prompting and support: • Draws • Models • Composes simple shapes to form larger shapes. • Compares and contrasts plane figures and 3D solids using informal language to describe attributes.	Consistently and independently: • Draws • Models • Composes simple shapes to form larger shapes. • Compares and contrasts plane figures and 3D solids using informal language to describe attributes.	Consistently and independently: • Draws • Models • Composes simple shapes to form larger shapes. • Compares and contrasts plane figures and 3D solids using formal math language to describe attributes.

Science

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.

2	Student is able to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
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3	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
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Art

1. Demonstrates understanding of skills and concepts

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	• Student is not able to understand and effectively use lines, shapes and colors. • Student does not explore available materials with appropriate care and use. • Student does not demonstrate original ideas.	• Student is beginning to understand and effectively use lines, shapes and colors. • Student is beginning to explore available materials with appropriate care and use. • Student is beginning to demonstrate original ideas.	• Student understands and effectively uses lines, shapes and colors. • Student explores available materials with appropriate care and use. • Student demonstrates original ideas.	• Student consistently understands and effectively uses lines, shapes and colors. • Student consistently explores available materials with appropriate care and use. • Student consistently demonstrates original ideas.

1. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Music

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student is not able to:	Student is beginning to:	Student:	Student consistently:
	• Sing on pitch or with proper vocal placement Keep • a steady beat • Move to music with expression	• Sing on pitch with proper vocal placement • Keep a steady beat • Move to music with expression	• Sings on pitch with proper vocal placement Keeps a • steady beat • Moves to music with expression	• Sings on pitch with proper vocal placement • Keeps a steady beat • Moves to music with expression

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Media Arts/Technology

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	• Student rarely returns library books on time, has difficulty understanding terminology when used by the teacher and cannot name ways to use the internet safely • Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs and databases. • Student does not demonstrate understanding of creation of media products.	• Student occasionally returns library books on time; is beginning to understand terminology when used by the teacher and is beginning to learn ways to use the internet safely. Student can identify specific keys on a keyboard and is beginning to understand books, desktop publishing programs and databases. Student attempts to create media products.	• Student frequently returns library books on time; understands terminology during instruction and is beginning to understand ways to use the internet safely. • Student can locate specific keys on a keyboard and can use books, desktop publishing programs and databases with guidance. • Student completes media products as instructed.	• Student consistently returns library books on time; uses terminology correctly and can name ways to use the internet safely. • Student can touch type, attempts to independently use books, desktop publishing programs and databases. • Student consistently applies skills and original ideas in the creation of media products.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities