

# WOODSBORO ISD KINDERGARTEN REPORT CARD RUBRIC

<h2 style="text-align: center;">READING</h2>	<p style="text-align: center;">Limited Progress towards Standard (LP)</p> <p style="text-align: center;">Exhibits skill/concept with direct guidance/assistance. The student...</p>	<p style="text-align: center;">Approaching Standard (AS)</p> <p style="text-align: center;">Exhibits skill/concept with minimal guidance and increasing frequency. The student...</p>	<p style="text-align: center;">Met Standard (MS)</p> <p style="text-align: center;">Exhibits mastery of grade level skill/concept consistently. The student...</p>
<p><b>Demonstrates phonological awareness</b></p> <p><i>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing</i></p>	<p><b>With direct guidance:</b></p> <p>Begins to -</p> <ul style="list-style-type: none"> <li>identify and produce rhyming words;</li> <li>recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</li> <li>identify the individual words in a spoken sentence;</li> <li>identify syllables in spoken words;</li> <li>blend syllables to form multisyllabic words;</li> <li>segment multisyllabic words into syllables;</li> <li>blend spoken onsets and rimes to form simple words;</li> <li>blend spoken phonemes to form one-syllable words;</li> <li>manipulate syllables within a multisyllabic word;</li> <li>segment spoken one-syllable words into individual phonemes;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support -</p> <ul style="list-style-type: none"> <li>identify and produce rhyming words;</li> <li>recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</li> <li>identify the individual words in a spoken sentence;</li> <li>identify syllables in spoken words;</li> <li>blend syllables to form multisyllabic words;</li> <li>segment multisyllabic words into syllables;</li> <li>blend spoken onsets and rimes to form simple words;</li> <li>blend spoken phonemes to form one-syllable words;</li> <li>manipulate syllables within a multisyllabic word;</li> <li>segment spoken one-syllable words into individual phonemes;</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently -</p> <ul style="list-style-type: none"> <li>identify and produce rhyming words;</li> <li>recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound;</li> <li>identify the individual words in a spoken sentence;</li> <li>identify syllables in spoken words;</li> <li>blend syllables to form multisyllabic words;</li> <li>segment multisyllabic words into syllables;</li> <li>blend spoken onsets and rimes to form simple words;</li> <li>blend spoken phonemes to form one-syllable words;</li> <li>manipulate syllables within a multisyllabic word;</li> <li>segment spoken one-syllable words into individual phonemes;</li> </ul>
<p><b>Demonstrates and applies phonetic knowledge</b></p> <p><i>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing</i></p>	<p><b>With direct guidance:</b></p> <p>Begins to -</p> <ul style="list-style-type: none"> <li>identify and matching the common sounds that letters represent;</li> <li>use letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</li> <li>recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;</li> <li>identify and read at least 25 high-frequency words from a research-based list;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support -</p> <ul style="list-style-type: none"> <li>identify and matching the common sounds that letters represent;</li> <li>use letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</li> <li>recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;</li> <li>identify and read at least 25 high-frequency words from a research-based list;</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently -</p> <ul style="list-style-type: none"> <li>identify and matching the common sounds that letters represent;</li> <li>use letter sound relationships to decode, including VC, CVC, CCVC, and CVCC words;</li> <li>recognize that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap;</li> <li>identify and read at least 25 high-frequency words from a research-based list;</li> </ul>
<p><b>Demonstrates print awareness</b></p> <p><i>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing</i></p>	<p><b>With direct guidance:</b></p> <p>Begins to -</p> <ul style="list-style-type: none"> <li>identify the front cover, back cover, and title page of a book;</li> <li>hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</li> <li>recognize that sentences are comprised of words separated by spaces and recognizing word boundaries;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support -</p> <ul style="list-style-type: none"> <li>identify the front cover, back cover, and title page of a book;</li> <li>hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</li> <li>recognize that sentences are comprised of words separated by spaces and recognizing word boundaries;</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently -</p> <ul style="list-style-type: none"> <li>identify the front cover, back cover, and title page of a book;</li> <li>hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep;</li> <li>recognize that sentences are comprised of words separated by spaces and recognizing word boundaries;</li> </ul>

	<ul style="list-style-type: none"> <li>recognize the difference between a letter and a printed word;</li> <li>identify all uppercase and lowercase letters;</li> </ul>	<ul style="list-style-type: none"> <li>recognize the difference between a letter and a printed word;</li> <li>identify all uppercase and lowercase letters;</li> </ul>	<ul style="list-style-type: none"> <li>recognize the difference between a letter and a printed word;</li> <li>identify all uppercase and lowercase letters;</li> </ul>
<p><b>Uses a variety of strategies to understand texts</b></p> <p><i>The student uses newly acquired vocabulary expressively.</i></p> <p><i>The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts [adult assistance according to state standards].</i></p>	<p><b>Variety of Strategies: Vocabulary and Comprehension Skills</b></p> <p><b>With direct guidance:</b></p> <p>Begins to - <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>use a resource such as a picture dictionary or digital resource to find words;</li> <li>use illustrations and texts the student is able to read or hear to learn or clarify word meanings;</li> <li>identify and use words that name actions; directions; positions; sequences; categories;</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>establish purpose for reading assigned and self-selected texts with adult assistance;</li> <li>generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</li> <li>make and confirm predictions using text features and structures with adult assistance;</li> <li>create mental images to deepen understanding with adult assistance;</li> <li>make connections to personal experiences, ideas in other texts, and society with adult assistance;</li> <li>make inferences and use evidence to support understanding with adult assistance;</li> <li>evaluate details to determine what is most important with adult assistance;</li> <li>synthesize information to create new understanding with adult assistance;</li> <li>monitor comprehension and make adjustments with adult assistance;</li> </ul>	<p><b>Variety of Strategies: Vocabulary and Comprehension Skills</b></p> <p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support - <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>use a resource such as a picture dictionary or digital resource to find words;</li> <li>use illustrations and texts the student is able to read or hear to learn or clarify word meanings</li> <li>identify and use words that name actions; directions; positions; sequences; categories;</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>establish purpose for reading assigned and self-selected texts with adult assistance;</li> <li>generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance</li> <li>make and confirm predictions using text features and structures with adult assistance;</li> <li>create mental images to deepen understanding with adult assistance;</li> <li>make connections to personal experiences, ideas in other texts, and society with adult assistance;</li> <li>make inferences and use evidence to support understanding with adult assistance;</li> <li>evaluate details to determine what is most important with adult assistance;</li> <li>synthesize information to create new understanding with adult assistance;</li> <li>monitor comprehension and make adjustments with adult assistance;</li> </ul>	<p><b>Variety of Strategies: Vocabulary and Comprehension Skills</b></p> <p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently - <b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>use a resource such as a picture dictionary or digital resource to find words;</li> <li>use illustrations and texts the student is able to read or hear to learn or clarify word meanings</li> <li>identify and use words that name actions; directions; positions; sequences; categories;</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>establish purpose for reading assigned and self-selected texts with adult assistance;</li> <li>generate questions about text before, during, and after reading to deepen understanding and gain information with adult assistance;</li> <li>make and confirm predictions using text features and structures with adult assistance;</li> <li>create mental images to deepen understanding with adult assistance;</li> <li>make connections to personal experiences, ideas in other texts, and society with adult assistance;</li> <li>make inferences and use evidence to support understanding with adult assistance;</li> <li>evaluate details to determine what is most important with adult assistance;</li> <li>synthesize information to create new understanding with adult assistance;</li> <li>monitor comprehension and make adjustments with adult assistance;</li> </ul>
<p><b>Comprehends a variety of literary texts</b></p> <ul style="list-style-type: none"> <li><b>Literary elements</b> <i>The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.</i></li> <li><b>Genres</b></li> </ul>	<p><b>With direct guidance:</b></p> <p>Begins to - <b>Literary elements</b></p> <ul style="list-style-type: none"> <li>discuss topics and determine the basic theme using text evidence with adult assistance;</li> <li>identify and describe the main character(s);</li> <li>describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance;</li> <li>describe the setting;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support - <b>Literary elements</b></p> <ul style="list-style-type: none"> <li>discuss topics and determine the basic theme using text evidence with adult assistance;</li> <li>identify and describe the main character(s);</li> <li>describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance;</li> <li>describe the setting;</li> </ul> <p>Genres</p>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently - <b>Literary elements</b></p> <ul style="list-style-type: none"> <li>discuss topics and determine the basic theme using text evidence with adult assistance;</li> <li>identify and describe the main character(s);</li> <li>describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance;</li> <li>describe the setting;</li> </ul> <p>Genres</p>

<p><i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i></p>	<p>Genres</p> <ul style="list-style-type: none"> <li>demonstrate knowledge of distinguishing characteristics of well-known children's literature;</li> <li>discuss rhyme and rhythm in nursery rhymes and a variety of poems;</li> <li>discuss main characters in drama;</li> </ul> <p>Multimodal and digital texts</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts;</li> </ul> <p>Author's purpose and craft</p> <ul style="list-style-type: none"> <li>uses critical inquiry to analyze the authors' purposefully in order to develop his or her own products and performance;</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge of distinguishing characteristics of well-known children's literature;</li> <li>discuss rhyme and rhythm in nursery rhymes and a variety of poems;</li> <li>discuss main characters in drama;</li> </ul> <p>Multimodal and digital texts</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts</li> </ul> <p>Author's purpose and craft</p> <ul style="list-style-type: none"> <li>uses critical inquiry to analyze the authors' purposefully in order to develop his or her own products and performances;</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge of distinguishing characteristics of well-known children's literature;</li> <li>discuss rhyme and rhythm in nursery rhymes and a variety of poems;</li> <li>discuss main characters in drama;</li> </ul> <p>Multimodal and digital texts</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts;</li> </ul> <p>Author's purpose and craft</p> <ul style="list-style-type: none"> <li>use critical inquiry to analyze the authors' purposefully in order to develop his or her own products and performances;</li> </ul>
<p><b>Comprehends a variety of informational texts</b></p> <ul style="list-style-type: none"> <li><b>Genres</b> <i>The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.</i></li> </ul>	<p><b>With direct guidance:</b></p> <p>Begins to - Informational</p> <ul style="list-style-type: none"> <li>recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> <li>the central idea and supporting evidence with adult assistance</li> <li>titles and simple graphics to gain information</li> <li>the steps in a sequence with adult assistance</li> </ul> </li> </ul> <p>Persuasive</p> <ul style="list-style-type: none"> <li>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</li> </ul> <p>Multimodal/ Digital</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts;</li> </ul> <p>Author's Purpose and Craft</p> <ul style="list-style-type: none"> <li>uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support - Informational</p> <ul style="list-style-type: none"> <li>recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> <li>the central idea and supporting evidence with adult assistance</li> <li>titles and simple graphics to gain information</li> <li>the steps in a sequence with adult assistance</li> </ul> </li> </ul> <p>Persuasive</p> <ul style="list-style-type: none"> <li>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</li> </ul> <p>Multimodal/ Digital</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts;</li> </ul> <p>Author's Purpose and Craft</p> <ul style="list-style-type: none"> <li>uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts;;;</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently - Informational</p> <ul style="list-style-type: none"> <li>recognize characteristics and structures of informational text, including: <ul style="list-style-type: none"> <li>the central idea and supporting evidence with adult assistance</li> <li>titles and simple graphics to gain information</li> <li>the steps in a sequence with adult assistance</li> </ul> </li> </ul> <p>Persuasive</p> <ul style="list-style-type: none"> <li>recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do;</li> </ul> <p>Multimodal/ Digital</p> <ul style="list-style-type: none"> <li>recognize characteristics of multimodal and digital texts;</li> </ul> <p>Author's Purpose and Craft</p> <ul style="list-style-type: none"> <li>uses critical inquiry to analyze the author's' choices and how they influence and communicate meaning within a variety of texts;</li> </ul>
<p><b>Responds to a variety of sources that are read, heard or viewed</b></p> <p><i>The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.</i></p>	<p><b>With direct guidance:</b></p> <p>Begins to -</p> <ul style="list-style-type: none"> <li>describe personal connections to a variety of sources;</li> <li>provide an oral, pictorial, or written response to a text;</li> <li>use text evidence to support an appropriate response;</li> <li>retell texts in ways that maintain meaning;</li> <li>interact with sources in meaningful ways such as illustrating or writing;</li> </ul>	<p><b>With minimal guidance:</b></p> <p>With increasing frequency and less support -</p> <ul style="list-style-type: none"> <li>describe personal connections to a variety of sources;</li> <li>provide an oral, pictorial, or written response to a text;</li> <li>use text evidence to support an appropriate response;</li> <li>retell texts in ways that maintain meaning;</li> <li>interact with sources in meaningful ways such as illustrating or writing;</li> <li>respond using newly acquired vocabulary as appropriate;</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <p>Consistently -</p> <ul style="list-style-type: none"> <li>describe personal connections to a variety of sources;</li> <li>provide an oral, pictorial, or written response to a text;</li> <li>use text evidence to support an appropriate response;</li> <li>retell texts in ways that maintain meaning;</li> <li>interact with sources in meaningful ways such as illustrating or writing;</li> </ul>

	<ul style="list-style-type: none"> <li>respond using newly acquired vocabulary as appropriate;</li> </ul>		<ul style="list-style-type: none"> <li>respond using newly acquired vocabulary as appropriate;</li> </ul>
<b>WRITING</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Uses writing process recursively to compose texts</b>  <i>The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.</i>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>plan by generating ideas for writing through class discussions and drawings;</li> <li>develop drafts in oral, pictorial, or written form by organizing ideas;</li> <li>develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;</li> <li>revise drafts by adding details in pictures or words;</li> <li>edit drafts with adult assistance using standard English conventions, including:             <ul style="list-style-type: none"> <li>complete sentences</li> <li>verbs</li> <li>singular and plural nouns</li> <li>adjectives, including articles</li> <li>prepositions</li> <li>pronouns, including subjective, objective, and possessive cases</li> <li>capitalization of the first letter in a sentence and name</li> <li>punctuation marks at the end of declarative sentences</li> <li>correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> </li> <li>share writing;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>plan by generating ideas for writing through class discussions and drawings;</li> <li>develop drafts in oral, pictorial, or written form by organizing ideas;</li> <li>develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;</li> <li>revise drafts by adding details in pictures or words;</li> <li>edit drafts with adult assistance using standard English conventions, including:             <ul style="list-style-type: none"> <li>complete sentences</li> <li>verbs</li> <li>singular and plural nouns</li> <li>adjectives, including articles</li> <li>prepositions</li> <li>pronouns, including subjective, objective, and possessive cases</li> <li>capitalization of the first letter in a sentence and name</li> <li>punctuation marks at the end of declarative sentences</li> <li>correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> </li> <li>share writing;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>plan by generating ideas for writing through class discussions and drawings;</li> <li>develop drafts in oral, pictorial, or written form by organizing ideas;</li> <li>develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality;</li> <li>revise drafts by adding details in pictures or words;</li> <li>edit drafts with adult assistance using standard English conventions, including:             <ul style="list-style-type: none"> <li>complete sentences</li> <li>verbs</li> <li>singular and plural nouns</li> <li>adjectives, including articles</li> <li>prepositions</li> <li>pronouns, including subjective, objective, and possessive cases</li> <li>capitalization of the first letter in a sentence and name</li> <li>punctuation marks at the end of declarative sentences</li> <li>correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words</li> </ul> </li> <li>share writing;</li> </ul>
<b>Dictates or composes a variety of literary texts</b>  <i>The student uses genre characteristics and craft to compose multiple texts that are meaningful.</i>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>dictate or compose literary texts, including personal narratives;</li> <li>analyze and apply author's craft purposefully in order to develop his or her own products and performances;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>dictate or compose literary texts, including personal narratives;</li> <li>analyze and apply author's craft purposefully in order to develop his or her own products and performances;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>dictate or compose literary texts, including personal narratives;</li> <li>analyze and apply author's craft purposefully in order to develop his or her own products and performances;</li> </ul>
<b>Dictates or composes a variety of informational texts</b>  <i>The student uses genre characteristics and craft to</i>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>dictate or compose informational texts;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>dictate or compose informational texts;</li> <li>analyze and apply the author's craft purposefully in order to develop his or her own products and performances;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>dictate or compose informational texts;</li> </ul>

<i>compose multiple texts that are meaningful.</i>	<ul style="list-style-type: none"> <li>analyze and apply the author's craft purposefully in order to develop his or her own products and performances;</li> </ul>		<ul style="list-style-type: none"> <li>analyze and apply the author's craft purposefully in order to develop his or her own products and performances;</li> </ul>
<b>Demonstrates and applies spelling knowledge</b>  <i>Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing</i>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>demonstrate and apply spelling knowledge:             <ul style="list-style-type: none"> <li>spelling words with VC, CVC, and CCVC</li> <li>spelling words using sound-spelling patterns</li> <li>spelling high-frequency words from a research-based list</li> </ul> </li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>demonstrate and apply spelling knowledge:             <ul style="list-style-type: none"> <li>spelling words with VC, CVC, and CCVC</li> <li>spelling words using sound-spelling patterns</li> <li>spelling high-frequency words from a research-based list</li> </ul> </li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>demonstrate and apply spelling knowledge:             <ul style="list-style-type: none"> <li>spelling words with VC, CVC, and CCVC</li> <li>spelling words using sound-spelling patterns</li> <li>spelling high-frequency words from a research-based list</li> </ul> </li> </ul>

ORAL LANGUAGE SKILLS	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Listens actively and asks questions to understand information and answer questions</b>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>listen actively and ask questions to understand information and answer questions using multi-word responses;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>listen actively and ask questions to understand information and answer questions using multi-word responses;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>listen actively and ask questions to understand information and answer questions using multi-word responses;</li> </ul>
<b>Restates and follows oral directions that involve short, related sequence of actions</b>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>restate and follow oral directions that involve a short, related sequence of actions;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>restate and follow oral directions that involve a short, related sequence of actions;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>restate and follow oral directions that involve a short, related sequence of actions;</li> </ul>
<b>Shares information and ideas by speaking audibly and clearly</b>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>share information and ideas by speaking audibly and clearly using the conventions of language;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>share information and ideas by speaking audibly and clearly using the conventions of language;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>share information and ideas by speaking audibly and clearly using the conventions of language;</li> </ul>
<b>Works collaboratively with others following agreed-upon rules</b>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>work collaboratively with others by following agreed-upon rules for discussion, including taking turns;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>work collaboratively with others by following agreed-upon rules for discussion, including taking turns;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>work collaboratively with others by following agreed-upon rules for discussion, including taking turns;</li> </ul>

<b>Develops social communication</b>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants;</li> </ul>
<b>INQUIRY &amp; RESEARCH</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Engages in inquiry processes for a variety of purposes</b> <i>[adult assistance according to state standards for A-D]</i>  <i>The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.</i>	<b>With direct guidance:</b>  Begins to - <ul style="list-style-type: none"> <li>generate questions for formal and informal inquiry with adult assistance;</li> <li>develop and follow a research plan with adult assistance;</li> <li>gather information from a variety of sources with adult assistance;</li> <li>demonstrate an understanding of information gathered with adult assistance</li> <li>use an appropriate mode of delivery, whether written, oral, or multimodal, to present results;</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support - <ul style="list-style-type: none"> <li>generate questions for formal and informal inquiry with adult assistance;</li> <li>develop and follow a research plan with adult assistance;</li> <li>gather information from a variety of sources with adult assistance;</li> <li>demonstrate an understanding of information gathered with adult assistance</li> <li>use an appropriate mode of delivery, whether written, oral, or multimodal, to present results;</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently - <ul style="list-style-type: none"> <li>generate questions for formal and informal inquiry with adult assistance;</li> <li>develop and follow a research plan with adult assistance;</li> <li>gather information from a variety of sources with adult assistance;</li> <li>demonstrate an understanding of information gathered with adult assistance</li> <li>use an appropriate mode of delivery, whether written, oral, or multimodal, to present results;</li> </ul>

<b>MATH</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Mathematical Process Standards</b>			

<b>Uses mathematical processes to acquire and demonstrate math understanding</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to apply math to problems arising in everyday life with support</li> <li>• Begins to use a problem solving model – analyze the information; make a plan; determine a solution; justify the solution or evaluate the process and reasonableness of the answer with support</li> <li>• Begins to select a tool (real objects, drawings, technology) with support</li> <li>• Begins to communicate math ideas and reasoning with appropriate language with support</li> <li>• Begins to create and use representations to organize, record and communicate math ideas with support</li> <li>• Begins to analyze mathematical relationships to connect and communicate ideas with support</li> <li>• Begins to display, explain and justify math ideas using precise math language with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches applying math to problems arising in everyday life with increasing frequency and less support</li> <li>• Approaches using a problem solving model – analyze the information; make a plan; determine a solution; justify the solution or evaluate the process and reasonableness of the answer with increasing frequency and less support</li> <li>• Approaches selecting a tool (real objects, drawings, technology) with support with increasing frequency and less support</li> <li>• Approaches communicating math ideas and reasoning with appropriate language with increasing frequency and less support</li> <li>• Approaches creating and using representations to organize, record and communicate math ideas with increasing frequency and less support</li> <li>• Approaches analyzing mathematical relationships to connect and communicate ideas with increasing frequency and less support</li> <li>• Approaches displaying, explaining and justifying math ideas using precise math language with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently apply math to problems arising in everyday life, society and the workplace</li> <li>• Consistently use a problem solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem solving process and the reasonableness of the solution</li> <li>• Consistently select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems</li> <li>• Consistently communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate</li> <li>• Consistently create and use representations to organize, record, and communicate mathematical ideas</li> <li>• Consistently analyze mathematical relationships to connect and communicate mathematical ideas</li> <li>• Consistently display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication</li> </ul>
<b>Number &amp; Operations</b>			
Represents and compares whole numbers	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to count forward and backward to at least 10 with support</li> <li>• Begins to read, write, and represent whole numbers from 0 to at least 10 with objects or pictures with support</li> <li>• Begins count a set of objects up to at least 10 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order with support</li> <li>• Begins to recognize instantly the quantity of a small group of objects in organized and random arrangements with support</li> <li>• Begins to generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a give number up to 10 with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches count forward and backward to at least 20 with and without objects with increasing frequency and less support</li> <li>• Approaches read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures with increasing frequency and less support</li> <li>• Approaches count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order with increasing frequency and less support</li> <li>• Approaches recognize instantly the quantity of a small group of objects in organized and random arrangements with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently count forward and backward to at least 20 with and without objects</li> <li>• Consistently read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures</li> <li>• Consistently count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order</li> <li>• Consistently recognize instantly the quantity of a small group of objects in organized and random arrangements</li> <li>• Consistently generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20</li> </ul>

	<ul style="list-style-type: none"> <li>• Begins to compare sets of objects up to at least 10 in each set using comparative language with support</li> <li>• Begins to use comparative language to describe two numbers up to 10 presented as written numerals with support</li> <li>• Begins to compose and decompose numbers up to 5 with objects and pictures with support</li> </ul>	<ul style="list-style-type: none"> <li>• Approaches generate a set using concrete and pictorial models that represents a number that is more than, less than, and equal to a given number up to 20 with increasing frequency and less support</li> <li>• Approaches generate a number that is one more than or one less than another number up to at least 20 with increasing frequency and less support</li> <li>• Approaches compare sets of objects up to at least 20 in each set using comparative language with increasing frequency and less support</li> <li>• Approaches use comparative language to describe two numbers up to 20 presented as written numerals with increasing frequency and less support</li> <li>• Approaches compose and decompose numbers up to 10 with objects and pictures with increasing frequency and less support</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently generate a number that is one more than or one less than another number up to at least 20</li> <li>• Consistently compare sets of objects up to at least 20 in each set using comparative language</li> <li>• Consistently use comparative language to describe two numbers up to 20 presented as written numerals</li> <li>• Consistently compose and decompose numbers up to 10 with objects and pictures</li> </ul>
<b>Develops understanding of addition and subtraction in order to solve problems</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to model the action of joining to represent addition and the action of separating to represent subtraction with support</li> <li>• Begins to solve word problems using objects and drawings to find sums up to 5 and differences within 5 with support</li> <li>• Begins to explain the strategies used to solve problems involving adding and subtracting within 5 using spoken words, concrete and pictorial models with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches model the action of joining to represent addition and the action of separating to represent subtraction with increasing frequency and less support</li> <li>• Approaches solve word problems using objects and drawings to find sums up to 10 and differences within 10 with increasing frequency and less support</li> <li>• Approaches explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently model the action of joining to represent addition and the action of separating to represent subtraction</li> <li>• Consistently solve word problems using objects and drawings to find sums up to 10 and differences within 10</li> <li>• Consistently explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models and number sentences</li> </ul>
<b>Identifies coins in order to recognize the need for monetary transactions</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to identify U.S. coins by name, including pennies, nickels, dimes, and quarters with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches identify U.S. coins by name, including pennies, nickels, dimes, and quarters with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently identify U.S. coins by name, including pennies, nickels, dimes, and quarters</li> </ul>
<b>Algebraic Reasoning</b>			
<b>Identifies patterns in the number word list to recite numbers to at least 100</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to recite numbers up to at least 20 by ones with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches recite numbers up to at least 50 by ones and tens beginning with any given number with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently recite numbers up to at least 100 by ones and tens beginning with any given number</li> </ul>



Geometry and Measurement			
<b>Analyzes attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles with support</li> <li>• Begins to identify three –dimensional solids, including cylinders, cones, spheres, and cubes in the real world with support</li> <li>• Begins to identify two-dimensional components of three-dimensional objects with support</li> <li>• Begins to identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably with support</li> <li>• Begins to classify and sort a variety of regular and irregular two- and three-dimensional figures with support regardless of orientation or size</li> <li>• Begins to create two-dimensional shapes using a variety of materials and drawings with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles with increasing frequency and less support</li> <li>• Approaches identify three –dimensional solids, including cylinders, cones, spheres, and cubes in the real world with increasing frequency and less support</li> <li>• Approaches identify two-dimensional components of three-dimensional objects with increasing frequency and less support</li> <li>• Approaches identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably with increasing frequency and less support</li> <li>• Approaches classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size with increasing frequency and less support</li> <li>• Approaches create two-dimensional shapes using a variety of materials and drawings with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently identify two-dimensional shapes, including circles, triangles, rectangles, and squares as special rectangles</li> <li>• Consistently identify three –dimensional solids, including cylinders, cones, spheres, and cubes in the real world</li> <li>• Consistently identify two-dimensional components of three-dimensional objects</li> <li>• Consistently identify attributes of two-dimensional shapes using informal and formal geometric language interchangeably</li> <li>• Consistently classify and sort a variety of regular and irregular two- and three-dimensional figures regardless of orientation or size</li> <li>• Consistently create two-dimensional shapes using a variety of materials and drawings</li> </ul>
<b>Directly compares measurable attributes of objects</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to give an example of measurable attribute of a given object, including length, capacity, and weight with support</li> <li>• Begins compare two objects with a common measurable attribute to see which object has more of less of the attribute and describe the difference with support</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Approaches give an example of measurable attribute of a given object, including length, capacity, and weight with increasing frequency and less support</li> <li>• Consistently compare two objects with a common measurable attribute to see which object has more of less of the attribute and describe the difference with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently give an example of measurable attribute of a given object, including length, capacity, and weight</li> <li>• Consistently compare two objects with a common measurable attribute to see which object has more or less of the attribute and describe the difference</li> </ul>
Data Analysis			
Collects and organizes data to make it useful for interpreting information	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Begins to collect, sort, and organize data into two or three categories with support</li> <li>• Begins use data to create real-object and picture graphs with support</li> <li>• Begins draw conclusions from real-object and picture graph</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• With increasing frequency and less support,</li> <li>• Approaches collect, sort, and organize data into two or three categories with increasing frequency and less support</li> <li>• Approaches use data to create real-object and picture graphs with increasing frequency and less support</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Consistently collect, sort, and organize data into two or three categories</li> <li>• Consistently use data to create real object and picture graphs</li> <li>• Consistently draw conclusions from real object and picture graphs</li> </ul>

		<ul style="list-style-type: none"> <li>Approaches draw conclusions from real-object and picture graphs with increasing frequency and less support</li> </ul>	
<b>Personal Financial Literacy</b>			
Identifies ways to manage financial resources for lifetime security	<ul style="list-style-type: none"> <li>Begins to identify ways to earn income with support</li> <li>Begins to differentiate between money received as income and money received as gifts with support</li> <li>Begins to list simple skills required for jobs with support</li> <li>Begins to distinguish between wants and needs and identify income as a source to meet one's wants and needs with support</li> </ul>	<ul style="list-style-type: none"> <li>Approaches identify ways to earn income with increasing frequency and less support</li> <li>Approaches differentiate between money received as income and money received as gifts with increasing frequency and less support</li> <li>Approaches list simple skills required for jobs with increasing frequency and less support</li> <li>Approaches distinguish between wants and needs and identify income as a source to meet one's wants and needs with increasing frequency and less support</li> </ul>	<ul style="list-style-type: none"> <li>Consistently identify ways to earn income</li> <li>Consistently differentiate between money received as income and money received as gifts</li> <li>Consistently list simple skills required for jobs</li> <li>Consistently distinguish between wants and needs and identify income as a source to meet one's wants and needs</li> </ul>
<b>SCIENCE</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Scientific Investigation and Reasoning</b>			

<b>Follows safe practices during investigations</b>	<b>With direct guidance:</b>  Begins to <ul style="list-style-type: none"> <li>conduct investigations following safety procedures and use environmentally responsible practices</li> <li>Identifies, discusses and demonstrates safe practices during classroom and outdoor investigations</li> <li>demonstrates how to use, conserve and dispose of natural resources and materials</li> </ul>	<b>With minimal guidance:</b>  With increasing frequency and less support <ul style="list-style-type: none"> <li>conduct investigations following safety procedures and use environmentally responsible practices</li> <li>Identifies, discusses and demonstrates safe practices during classroom and outdoor investigations</li> <li>demonstrates how to use, conserve and dispose of natural resources and materials</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b>  Consistently <ul style="list-style-type: none"> <li>conduct investigations following safety procedures and use environmentally responsible practices</li> <li>Identifies, discusses and demonstrates safe practices during classroom and outdoor investigations</li> <li>demonstrates how to use, conserve and dispose of natural resources and materials</li> </ul>
<b>Conducts simple descriptive investigations</b>	<b>With direct guidance:</b> Begins to <ul style="list-style-type: none"> <li>develop ability to ask questions and seek answers in investigations</li> <li>asks questions about organisms, objects and events observed</li> <li>plans and conducts simple descriptive investigations</li> <li>collects data and makes observations using simple tools</li> <li>use age-appropriate tools and models to investigate the natural world</li> <li>collects information and supports observations using appropriate tools and materials</li> <li>uses senses as an observation tool to identify properties and patterns of organisms, objects and events in the environment</li> </ul>	<b>With minimal guidance:</b> With increasing frequency and less support <ul style="list-style-type: none"> <li>develop ability to ask questions and seek answers in investigations</li> <li>asks questions about organisms, objects and events observed</li> <li>plans and conducts simple descriptive investigations</li> <li>collects data and makes observations using simple tools</li> <li>use age-appropriate tools and models to investigate the natural world</li> <li>collects information and supports observations using appropriate tools and materials</li> <li>uses senses as an observation tool to identify properties and patterns of organisms, objects and events in the environment</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> Consistently <ul style="list-style-type: none"> <li>develop ability to ask questions and seek answers in investigations</li> <li>asks questions about organisms, objects and events observed</li> <li>plans and conducts simple descriptive investigations</li> <li>collects data and makes observations using simple tools</li> <li>use age-appropriate tools and models to investigate the natural world</li> <li>collects information and supports observations using appropriate tools and materials</li> <li>uses senses as an observation tool to identify properties and patterns of organisms, objects and events in the environment</li> </ul>
<b>Records observations and communicates thinking</b>	<b>With direct guidance:</b> Begins to <ul style="list-style-type: none"> <li>records and organizes data and observations using pictures, numbers and words</li> <li>communicates observations about simple descriptive investigations</li> <li>demonstrate knowledge that information and critical thinking are used in scientific problem solving</li> <li>identifies and explains problems and solutions in his/her own words</li> </ul>	<b>With minimal guidance:</b> With increasing frequency and less support <ul style="list-style-type: none"> <li>records and organizes data and observations using pictures, numbers and words</li> <li>communicates observations about simple descriptive investigations</li> <li>demonstrate knowledge that information and critical thinking are used in scientific problem solving</li> <li>identifies and explains problems and solutions in his/her own words</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> Consistently <ul style="list-style-type: none"> <li>records and organizes data and observations using pictures, numbers and words</li> <li>communicates observations about simple descriptive investigations</li> <li>demonstrate knowledge that information and critical thinking are used in scientific problem solving</li> <li>identifies and explains problems and solutions in his/her own words</li> </ul>

	<ul style="list-style-type: none"> <li>• makes predictions based on observable patterns in nature</li> <li>• explores how scientists investigate different things in the natural world and use investigative tools</li> </ul>	<ul style="list-style-type: none"> <li>• makes predictions based on observable patterns in nature</li> <li>• explores how scientists investigate different things in the natural world and use investigative tools</li> </ul>	<ul style="list-style-type: none"> <li>• makes predictions based on observable patterns in nature</li> <li>• explores how scientists investigate different things in the natural world and use investigative tools</li> </ul>
<b>Matter and Energy</b>			
<b>Describes properties of objects and changes in materials</b>	<b>With direct guidance:</b> Begins to <ul style="list-style-type: none"> <li>• observe and record properties of objects;</li> <li>• and observes, records and discusses how materials are changed by heating and cooling.</li> </ul>	<b>With minimal guidance:</b> With increasing frequency and less support <ul style="list-style-type: none"> <li>• observe and record properties of objects;</li> <li>• and observes, records and discusses how materials are changed by heating and cooling.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> Consistently <ul style="list-style-type: none"> <li>• observe and record properties of objects;</li> <li>• and observes, records and discusses how materials are changed by heating and cooling.</li> </ul>
<b>Force, Motion and Energy</b>			
<b>Identifies light, heat, and sound energy and describes the location and motion of objects</b>	<b>With direct guidance:</b> Begins to <ul style="list-style-type: none"> <li>• explore light, thermal and sound energy using the senses;</li> <li>• explores interactions between magnets and various materials;</li> <li>• observes and describes the location of an object in relation to another;</li> <li>• and observes and describes the ways that objects can move.</li> </ul>	<b>With minimal guidance:</b> With increasing frequency and less support <ul style="list-style-type: none"> <li>• explore light, thermal and sound energy using the senses;</li> <li>• explores interactions between magnets and various materials;</li> <li>• observes and describes the location of an object in relation to another;</li> <li>• and observes and describes the ways that objects can move.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> Consistently <ul style="list-style-type: none"> <li>• explore light, thermal and sound energy using the senses;</li> <li>• explores interactions between magnets and various materials;</li> <li>• observes and describes the location of an object in relation to another;</li> <li>• and observes and describes the ways that objects can move.</li> </ul>
<b>Earth and Space</b>			
<b>Identifies properties of earth materials and describes characteristics of the natural world</b>	<b>With direct guidance:</b> Begins to <ul style="list-style-type: none"> <li>● observes, describe, and sorts rocks by size, shape, color and texture;</li> <li>● observes and describes physical properties of natural sources of water;</li> <li>● gives examples of ways rocks, soil and water are useful.</li> <li>● observe and describe weather changes from day to day and over seasons;</li> <li>● identifies natural events that have repeating patterns;</li> <li>● observes, describes and illustrates objects in the sky.</li> </ul>	<b>With minimal guidance:</b> With increasing frequency and less support <ul style="list-style-type: none"> <li>● observes, describe, and sorts rocks by size, shape, color and texture;</li> <li>● observes and describes physical properties of natural sources of water;</li> <li>● gives examples of ways rocks, soil and water are useful.</li> <li>● observe and describe weather changes from day to day and over seasons;</li> <li>● identifies natural events that have repeating patterns;</li> <li>● observes, describes and illustrates objects in the sky.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> Consistently <ul style="list-style-type: none"> <li>● observes, describe, and sorts rocks by size, shape, color and texture;</li> <li>● observes and describes physical properties of natural sources of water;</li> <li>● gives examples of ways rocks, soil and water are useful.</li> <li>● observe and describe weather changes from day to day and over seasons;</li> <li>● identifies natural events that have repeating patterns;</li> <li>● observes, describes and illustrates objects in the sky.</li> </ul>
<b>Organisms and Environments</b>			

Identifies characteristics of plants and animals and their dependence on living and nonliving things	<p><b>With direct guidance:</b> Begins to</p> <ul style="list-style-type: none"> <li>differentiate between living and nonliving things based upon whether they have basic needs and produce offspring;</li> <li>examines evidence that living organisms have basic needs.</li> <li>sort plants and animals into groups based on physical characteristics;</li> <li>identifies parts of plants and animals;</li> <li>identifies ways that young plants resemble the parent plant;</li> <li>observes changes that are part of a simple life cycle of a plant.</li> </ul>	<p><b>With minimal guidance:</b> With increasing frequency and less support</p> <ul style="list-style-type: none"> <li>differentiate between living and nonliving things based upon whether they have basic needs and produce offspring;</li> <li>examines evidence that living organisms have basic needs.</li> <li>sort plants and animals into groups based on physical characteristics;</li> <li>identifies parts of plants and animals;</li> <li>identifies ways that young plants resemble the parent plant;</li> <li>observes changes that are part of a simple life cycle of a plant.</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b> Consistently</p> <ul style="list-style-type: none"> <li>differentiate between living and nonliving things based upon whether they have basic needs and produce offspring;</li> <li>examines evidence that living organisms have basic needs.</li> <li>sort plants and animals into groups based on physical characteristics;</li> <li>identifies parts of plants and animals;</li> <li>identifies ways that young plants resemble the parent plant;</li> <li>observes changes that are part of a simple life cycle of a plant.</li> </ul>
<b>SOCIAL STUDIES</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
Understands the concept of citizenship among self, home, school, and community	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to explain and participate in discussions about concepts presented</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to explain and participate on their own and in discussions about the concepts presented</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <ul style="list-style-type: none"> <li>Consistently understands the purposes of rules, identifies authority figures in the home, school, and community, and applies rules in appropriate situations</li> </ul>
Applies critical thinking skills to organize and use information from a variety of resources	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to use terminology and gather information from visual and oral sources such as class discussions</li> <li>Begins to communicate concepts and ideas in written, oral, and visual forms.</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>Begins to use terminology and gather information from visual and oral sources such as pictures and class discussions</li> <li>Begins to communicate and share concepts and ideas in written, oral, and visual forms</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <ul style="list-style-type: none"> <li>Consistently uses terminology and gathers information from visuals and oral sources such as pictures and class discussions</li> <li>Consistently answers questions, interprets, information, and identifies problems and solutions in group settings</li> <li>Consistently communicates and shares concepts and ideas in written, oral, and visual forms</li> </ul>
<b>ART</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
Demonstrates concepts and skills	<p><b>With direct guidance:</b></p> <ul style="list-style-type: none"> <li>Applies the art elements - line, color, shape, texture, form, pattern, unity and emphasis with direct guidance to their personal artwork.</li> </ul>	<p><b>With minimal guidance:</b></p> <ul style="list-style-type: none"> <li>Applies the art elements - line, color, shape, texture, form, pattern, unity, and emphasis in their personal artwork and art discussions with minimal guidance.</li> </ul>	<p><b>Exhibits mastery of grade level skill/concept:</b></p> <ul style="list-style-type: none"> <li>Able to use a variety of materials to consistently apply the art elements - line, color, shape, texture, form, pattern, unity, and</li> </ul>

			emphasis in all of their personal artwork and art discussions.
<b>Participates in activities</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Listens and participates occasionally in the art class with consistent reminders and redirections.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>Listens and participates in the art class with few reminders or redirection.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>Listens and participates in all of the art class projects/discussions.</li> </ul>
<b>MUSIC</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Demonstrates concepts and skills</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Demonstrates singing, beat and an understanding of musical comparatives with direct guidance.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>Demonstrates singing, beat and an understanding of musical comparatives with minimal guidance.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>Consistently demonstrates singing, beat and an understanding of musical comparatives.</li> </ul>
<b>Participates in activities</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Listens and participates occasionally in musical experiences with consistent reminders and redirections.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>Listens for a sustained period of time and participates in musical experiences with few reminders or redirection.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>Listen actively and responds to musical experiences.</li> </ul>
<b>PHYSICAL EDUCATION</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Demonstrates concepts and skills</b>	<ul style="list-style-type: none"> <li>Exhibits skills/concepts with direct guidance</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits skills/concepts with minimal guidance</li> </ul>	<ul style="list-style-type: none"> <li>Exhibits mastery of skill/concept</li> </ul>
<b>Participates in activities</b>	<ul style="list-style-type: none"> <li>Participates with direct guidance</li> </ul>	<ul style="list-style-type: none"> <li>Participates with minimal guidance</li> </ul>	<ul style="list-style-type: none"> <li>Participates fully in activities</li> </ul>
<b>TECHNOLOGY</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Demonstrates creativity and innovation while developing digital products.</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>Starts and exits programs with assistance.</li> <li>Creates and prints files with assistance.</li> <li>Uses font, color, and graphics with assistance.</li> <li>Creates and publishes products with assistance.</li> <li>Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade-level appropriate.</li> <li>Uses a variety of input methods.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>Starts and exits programs with minimal guidance.</li> <li>Creates and prints files with minimal guidance.</li> <li>Uses font, color, and graphics with minimal guidance.</li> <li>Creates and publishes products with minimal guidance.</li> <li>Applies language skills including capitalization, punctuation, spelling, and use of numbers as grade-level appropriate.</li> <li>Uses a variety of input methods.</li> <li>Uses technology terminology appropriate to the task.</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>Starts and exits programs independently.</li> <li>Creates and prints files independently.</li> <li>Uses font, color, and graphics Creates and publishes products.</li> <li>Applies language skills including capitalization, punctuation, spelling and use of numbers as grade-level appropriate.</li> <li>Uses simulations.</li> <li>Uses a variety of input methods.</li> <li>Uses technology terminology appropriate to the task.</li> </ul>

<b>Uses tech tools and digital citizenship to solve problems; communicate; collaborate; acquire, evaluate, and share information</b>	<b>With direct guidance:</b> <ul style="list-style-type: none"> <li>• Uses communication tools to participate in group projects with assistance.</li> <li>• Creates appropriately formatted written products with assistance.</li> <li>• Uses search strategies with assistance.</li> <li>• Understands and follows the RRISD Acceptable Use Policy.</li> <li>• Behaves safely and ethically online.</li> </ul>	<b>With minimal guidance:</b> <ul style="list-style-type: none"> <li>• Uses communication tools to participate in group projects with minimal guidance.</li> <li>• Creates appropriately formatted written products with minimal guidance.</li> <li>• Uses search strategies with minimal guidance.</li> <li>• Understands and follows the RRISD Acceptable Use Policy</li> <li>• Behaves safely and ethically online.</li> <li>• Understands the impact of negative online behavior</li> </ul>	<b>Exhibits mastery of grade level skill/concept:</b> <ul style="list-style-type: none"> <li>• Uses communication tools to participate in group projects.</li> <li>• Creates appropriately formatted written products</li> <li>• Learns and uses search strategies</li> <li>• Understands and follows the RRISD Acceptable Use Policy.</li> <li>• Behaves safely and ethically online.</li> <li>• Understands the impact of negative online behavior</li> </ul>
<b>STUDENT RESPONSIBILITIES</b>	Limited Progress towards Standard (LP)  Exhibits skill/concept with direct guidance/assistance. The student...	Approaching Standard (AS)  Exhibits skill/concept with minimal guidance and increasing frequency. The student...	Met Standard (MS)  Exhibits mastery of grade level skill/concept consistently. The student...
<b>Strives for quality works/Shows positive attitude toward learning</b>	With direct guidance, strives for quality work and shows positive attitude toward learning	With increasing frequency and less support, strives for quality work and shows positive attitude toward learning	Consistently strives for quality work and shows positive attitude toward learning
<b>Follows directions</b>	With direct guidance, follows directions	With increasing frequency and less support, follows directions	Consistently follows directions
<b>Works independently, completes work, stays on task</b>	With direct guidance, works independently, completes work and stays on task	With increasing frequency and less support, works independently, completes work and stays on task	Consistently works independently, completes work and stays on task
<b>Organizes self, materials and belongings</b>	With direct guidance organizes self, materials and belongings	With increasing frequency and less support, organizes self, materials and belongings	Consistently organizes self, materials and belongings
<b>Participates appropriately in group activities</b>	With direct guidance, participates appropriately in group activities	With increasing frequency and less support, participates appropriately in group activities	Consistently participates appropriately in group activities
<b>Respects adults, peers and school property</b>	With direct guidance, respects adults, peers and school property	With increasing frequency and less support, respects adults, peers and school property	Consistently respects adults, peers and school property
<b>Listens attentively without interrupting</b>	With direct guidance, listens attentively without interrupting	With increasing frequency and less support, listens attentively without interrupting	Consistently listens attentively without interrupting
<b>Takes risks to attempt new tasks</b>	With direct guidance, takes risks to attempt new tasks	With increasing frequency and less support, takes risks to attempt new tasks	Consistently takes risks to attempt new tasks
<b>Makes appropriate transitions between activities</b>	With direct guidance, makes appropriate transitions between activities	With increasing frequency and less support, makes appropriate transitions between activities	Consistently makes appropriate transitions between activities