



4	Distinguished	Independently understands and applies knowledge in ways that extend higher-level thinking skills of the grade-level standards.
3	Proficient	Independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to meet grade-level standards.
2	Developing	Beginning to understand and apply key concepts, processes and skills. Progressing towards grade-level standards.
1	Needs Support	Does not understand key concepts, processes and skills necessary to meet grade-level standards. Area of concern.
N/A	Not assessed at this time	

Key

First Trimester	Second Trimester	Third Trimester	All Trimesters
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Benchmark = where we want students	1	2	3	4
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LANGUAGE ARTS				
Reading Level Independent Reading Level/Reads on grade-level (RF.K.4, RF.K.4a, RF.K.4b)	Below	Below	On	Above
September – December				
December – March	Student has achieved reading success at a DRA Level A	Student has achieved reading success at a DRA Level 1	Student has achieved reading success at a DRA 2	Student has achieved reading success at a DRA 3 or above
March – June	Student has achieved reading success at a DRA 3	Student has achieved reading success at a DRA 4	Student has achieved reading success at a DRA 6	Student has achieved reading success at a DRA 8 or above

Reading Standards		1	2	3	4
Actively engages in group reading activities with purpose and understanding (RL.K.10)					
	First Trimester	Student never engages in group reading activities.	Student actively listens to texts.	Student actively engages in group reading activities and actively listens to and responds to texts.	Student actively engages in group reading activities and initiates ideas with others and makes connections relative to the text; understands characters' feelings.
	Second Trimester	Student actively listens to texts.	Student actively listens to texts with minimal understanding and response is sometimes unrelated to the topic at hand.	Student actively engages in group reading activities by initiating ideas with others and making connections relative to the text; understands characters' feelings.	Student actively engages in group reading activities and initiates ideas with others and makes connections relative to the text; understands characters' intentions or feelings, makes inferences.
1	Third Trimester	Student actively listens to texts.	Student actively listens to texts with minimal understanding and response is sometimes unrelated to the topic at hand.	Student actively engages in group reading activities by initiating ideas with others and making connections relative to the text; understands characters' intentions or feelings.	Student makes and discusses connections between two texts and reader's personal experience.
Retells familiar stories or provides details from texts, with support (RL.K.2, RI.K.2)					
	First Trimester	Student is unable to retell a story with support.	Student is beginning to retell a story; but is unable to recall the events, or give details from the text, with support.	Student is able to retell a story and recall events and provide details from the text, with support.	Student is able to retell a story in the proper sequence and provide details from a text without support.
	Second Trimester	Student is unable to recall events of a story or details from text with support.	Student is able to retell and recall elements of the story but are unable to retell the story in the proper sequence or provide details from text with support.	Student is able to tell a story in the proper sequence and provide details from the text with support.	Student is able to tell a story in the proper sequence and provide details from text without support.
2	Third Trimester	Student is able to recall elements of the story but are unable to retell a story in the proper sequence or provide details from text with support.	Student is able to recall elements of the story in the proper sequence but is unable to provide details from text with support.	Student is able to tell a story in the proper sequence and provide details from text while making connections with support.	Student is able to tell a story in the proper sequence or provide details from text while making connections without support.
Identifies characters, settings, and major events in a story, with support (RL.K.3)					
	First Trimester	With support student identifies 1 element (character, setting, major event).	With support student identifies 2 elements of a story.	With support, student identifies 3 elements of a story.	Student identifies 3 elements of a story and events are in logical order without support.
	Second Trimester	With support, student identifies 2 elements of a story.	With support, student identifies 3 elements of a story.	With support the student identifies 3 elements of a story and events are in logical order.	Student identifies 3 elements of a story, events are in logical order, and student can extend the story without support.
3	Third Trimester	With support, the student identifies 3 or less elements of a story and events are not in logical order.	With support, the student identifies 3 elements of a story and events are in logical order.	With support, the student identifies 3 elements of a story, events are in logical order, and student can extend the story.	Student identifies 3 elements of a story, events are in logical order, and student can extend the story without support.

Reading Standards	1	2	3	4
Uses texts to make connections, with support (RI.K.3, RI.K.9)				
First Trimester	Student is unable to make connections and unable to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is sometimes able to make connections and sometimes able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic without prompting and support.
Second Trimester	Student is unable to make connections and unable to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is sometimes able to make connections and sometimes able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic without prompting and support.
4 Third Trimester	Student is unable to make connections and unable to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is sometimes able to make connections and sometimes able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic with prompting and support.	Student is able to make connections and able to identify basic similarities and differences between two texts on the same topic without prompting and support.
Asks and answers questions about texts, with support (RL.K.1, SL.K.2)				
First Trimester	<ul style="list-style-type: none"> With prompting and support, student is unable to ask and answer questions about key details in a text. Student is unable to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student sometimes asks and answer questions about key details in a text. Student is sometimes able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student asks and answer questions about key details in a text. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> Student asks and answer questions about key details in a text, without support. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood.
Second Trimester	<ul style="list-style-type: none"> With prompting and support, student is unable to ask and answer questions about key details in a text. Student is unable to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student sometimes asks and answer questions about key details in a text. Student is sometimes able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student asks and answer questions about key details in a text. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> Student asks and answer questions about key details in a text, without support. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood.
5 Third Trimester	<ul style="list-style-type: none"> With prompting and support, student is unable to ask and answer questions about key details in a text. Student is unable to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student sometimes asks and answer questions about key details in a text. Student is sometimes able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> With prompting and support, student asks and answer questions about key details in a text. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood. 	<ul style="list-style-type: none"> Student asks and answer questions about key details in a text, without support. Student is able to answer and answer questions about familiar texts read aloud or information presented orally or through media and student requests clarification if something is not understood.

Foundational Skills		1	2	3	4
Understands basic features of print (distinguishes among letters, words, sentences in print, front/back cover of a book, top/bottom of page, left/right tracking) (RI.K.5, RF.K.1)					
6	First Trimester	<ul style="list-style-type: none"> Student has not developed book awareness and book handling skills and is unable to identify front/back cover of a book, and title page of a book. Student is unable to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is unable to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student sometimes demonstrates book awareness and book handling skills and at times is able to identify front/back cover of a book, and title page of a book and components of a page. Student is sometimes able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is sometimes able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book. Student is able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has fluently developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book and components of a page. Student is fluently able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form.
	Second Trimester	<ul style="list-style-type: none"> Student has not developed book awareness and book handling skills and is unable to identify front/back cover of a book, and title page of a book. Student is unable to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is unable to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student sometimes demonstrates book awareness and book handling skills and at times is able to identify front/back cover of a book, and title page of a book and components of a page. Student is sometimes able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is sometimes able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book. Student is able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has fluently developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book and components of a page. Student is fluently able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form.
	Third Trimester	<ul style="list-style-type: none"> Student has not developed book awareness and book handling skills and is unable to identify front/back cover of a book, and title page of a book. Student is unable to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is unable to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student sometimes demonstrates book awareness and book handling skills and at times is able to identify front/back cover of a book, and title page of a book and components of a page. Student is sometimes able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is sometimes able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book. Student is able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form. 	<ul style="list-style-type: none"> Student has fluently developed book awareness and book handling skills and is able to identify front/back cover of a book, and title page of a book and components of a page. Student is fluently able to recognize print features such as (word recognition, upper and lower case letters, left to right word progression, capital letters, punctuation marks); and is able to understand that spoken words can be represented in written form.
Recognizes and produces rhyming words (RF.K.2a)					
	First Trimester	Student is unable to recognize and produce rhyming words.	Student can recognize and produce rhyming words some	Student can recognize rhyming words most of the time, can	Student can recognize and produce rhyming words

		of the time.	produce them some of the time.	most of the time.
Second Trimester	Student is unable to recognize and produce rhyming words.	Student can recognize and produce rhyming words some of the time.	Student can recognize rhyming words most of the time, can produce them some of the time.	Student can recognize and produce rhyming words most of the time.
7 Third Trimester	Student is unable to recognize and produce rhyming words.	Student can recognize and produce rhyming words some of the time.	Student can recognize rhyming words most of the time, can produce them some of the time.	Student can recognize and produce rhyming words most of the time.
Counts, produces, blends and segments syllables in spoken words (RF.K.2b)				
First Trimester	Student can produce syllables but cannot segment or blend, even with prompting.	Student can produce syllables and can blend or segment words with prompting.	Student can produce syllables and blend or segment words.	Student can produce syllables and blend and segment words.
Second Trimester	Student can produce syllables and can blend or segment words with prompting.	Student can produce syllables and blend or segment words.	Student can produce syllables and blend and segment words.	Student can fluently produce syllables and blend and segment words.
8 Third Trimester	Student can produce syllables and blend or segment words.	Student can produce syllables and blend and segment words.	Student can fluently produce syllables and blend and segment words.	Student can produce syllables and blend and segment words with automaticity.

Foundational Skills	1	2	3	4
Identifies sounds for letters (RF.K.3a, RF.K.2d) NOTE: This does not include CVCs ending with /l/, /r/, or /x/				
First Trimester	Student identifies 5 or less sounds and cannot isolate sounds in CVC words.	Student identifies 6 – 8 sounds and can isolate some beginning, medial, or ending sounds in CVC words.	Student identifies 9 – 19 sounds and can isolate beginning, medial, and ending sounds in CVC words.	Student identifies 20+ sounds and can fluently isolate beginning, medial, and ending sounds in CVC words.
Second Trimester	Student identifies 6 – 8 sounds and can isolate some beginning, medial, or ending sounds in CVC words.	Student identifies 9 – 19 sounds and can isolate some beginning, medial, or ending sounds in CVC words.	Student identifies 20+ sounds and can isolate beginning, medial, and ending sounds in CVC words.	Student identifies all letter sounds and can fluently isolate beginning, medial, and ending sounds in CVC words.
9 Third Trimester	Student identifies 9 – 19 sounds and can isolate some beginning, medial, or ending sounds in CVC words.	Student identifies 20+ sounds and can isolate some beginning, medial, or ending sounds in CVC words.	Student identifies all letter sounds and can isolate beginning, medial, and ending sounds in CVC words.	Student identifies all letter sounds with automaticity and can fluently isolate beginning, medial, and ending sounds in CVC words.
Uses letter sounds to create new words (RF.K.2, RF.K.2e, L.K.2d)				
First Trimester	Student cannot use letter sounds to create new words.	Student uses letter sounds to create new words with prompting.	Student uses letter sounds to create new words.	Student independently uses letter sounds to create new words.
Second Trimester	Student cannot use letter sounds to create new words.	Student uses letter sounds to create new words with prompting.	Student independently uses letter sounds to create new words.	Student makes new words using word patterns.
10 Third Trimester	Student uses letter sounds to create new words with prompting.	Student independently uses letter sounds to create new words.	Student makes new words using word patterns.	Student creates and uses new words.
Identifies long and short vowel sounds (RF.K.3b)				
First Trimester	Student cannot identify vowel sounds.	Student knows long and short vowels with prompting.	Student associates the long and short sounds with the common spellings for 1 or 2 major vowels.	Student associates the long and short sounds with the common spellings for 3 or 4 major vowels.
Second Trimester	Student knows long and short vowels with prompting.	Student associates the long and short sounds with the common spellings for 1 or 2 major vowels.	Student associates the long and short sounds with the common spellings for 3 or 4 major vowels.	Student associates the long and short sounds with the common spellings for the 5 major vowels.
11 Third Trimester	Student associates the long and short sounds with the common spellings for 1 or 2 major vowels.	Student associates the long and short sounds with the common spellings for 3 or 4 major vowels.	Student associates the long and short sounds with the common spellings for the 5 major vowels.	Student associates the long and short sounds with the common spellings for the 5 major vowels and some common vowel team conventions for representing long vowel sounds.
Reads common high-frequency words (RF.K.3c)				
First Trimester	Student cannot read printed words in the environment and less than 6 high-frequency words.	Student identifies some printed words in the environment and 6 to 9 high-frequency words.	Students identify printed words in the environment and 10 to 13 high-frequency words.	Students identify printed words in the environment and 14+ high-frequency words.
Second Trimester	Student identifies some printed words in the environment and 9 or less high-frequency words.	Students identify printed words in the environment and 10 to 13 high-frequency words.	Students identify printed words in the environment and 14 to 18 high-frequency words.	Students identify printed words in the environment and 19+ high-frequency words.
12 Third Trimester	Students identify some printed words in the environment and 13 or less high-frequency words.	Students identify printed words in the environment and 14 to 18 high-frequency words.	Students identify printed words in the environment and 19 to 24 high-frequency words.	Students identify printed words in the environment and 25+ high-frequency words.

Writing		1	2	3	4
Puts ideas in writing using a combination of pictures, dictation, and writing (W.K.1, W.K.2)					
13	<p>First Trimester</p>	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students are unable to compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students are unable to compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Fluently and accurately, students use a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Fluently and accurately students use a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion.
	<p>Second Trimester</p>	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students are unable to compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students are unable to compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Fluently and accurately, students use a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Fluently and accurately students use a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion.
	<p>Third Trimester</p>	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students are unable to compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students are unable to compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> With guidance, using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. With guidance, using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Using a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Using a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion. 	<ul style="list-style-type: none"> Fluently and accurately, students use a combination of pictures, dictation and writing, students compose informative/explanatory pieces and provide relevant information about the topic. Fluently and accurately students use a combination of pictures, dictation and writing, students compose opinion pieces about a topic or a book where they state the opinion.

Writing	1	2	3	4
Uses drawings, dictations, and writings to tell what happened in the beginning, middle and end of a story (W.K.3)				
First Trimester	Using a combination of drawing, dictation and writing, student tells about the event. Order is not in which events occurred.	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (predominantly pictures).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (predominantly words).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (1 or 2 sentences).
Second Trimester	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (predominantly pictures).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (predominantly words).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (1 or 2 sentences).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (multiple sentences).
14 Third Trimester	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (predominantly words).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred (1 or 2 sentences).	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred and provide a reaction to what happened.	Using a combination of drawing, dictation and writing, student tells about the event in the order in which events occurred and provide a reaction to what happened. (multiple sentences).

Language	1	2	3	4
Prints many upper and lower-case letters (L.K.1a)				
First Trimester	Student writes own name correctly and copies all letters correctly with support.	Student writes own name correctly and copies all letters correctly.	Student writes own name correctly and writes some letters correctly.	Student writes most letters correctly.
Second Trimester	Student copies all letters correctly.	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all letters correctly.
15 Third Trimester	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all letters correctly.	Student writes all letters correctly and applies to all areas of writing.
Demonstrates understanding of capitalization, punctuation, spacing, and spelling when writing (L.K.2)				
First Trimester	Student rarely uses capitalization, punctuation, spacing and spelling when writing, even with teacher support.	With teacher support, student demonstrates understanding of some capitalization, punctuation, spacing and spelling.	With teacher support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With teacher support, student capitalizes the first word in a sentence and the pronoun I, recognizes names and uses end punctuation, spells words using phonetic and conventional spelling.
Second Trimester	With teacher support, student demonstrates understanding of some capitalization, punctuation, spacing and spelling.	With teacher support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With teacher support, student capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With little guidance and support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.
16 Third Trimester	With teacher support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With teacher support, student capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With little guidance and support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling.	With little guidance and support, student occasionally capitalizes the first word in a sentence and the pronoun I, recognizes, names and uses end punctuation, spells words with phonetic and conventional spelling. Applies in all areas of writing.

Language	1	2	3	4
Applies conventions of grammar and usage (L.K.1)				
First Trimester	Student does not apply conventions of grammar and usage, even with teacher support.	Student occasionally uses conventions of grammar and usage, with teacher support.	Student uses conventions of grammar and usage.	Student consistently uses conventions of grammar and usage.
Second Trimester	Student rarely uses conventions of grammar and usage, even with teacher support.	Student occasionally uses conventions of grammar and usage.	Student uses conventions of grammar and usage.	Student consistently uses conventions of grammar and usage.
17 Third Trimester	Student occasionally uses conventions of grammar and usage, with teacher support.	Student uses conventions of grammar and usage.	Student consistently uses conventions of grammar and usage.	Student uses conventions of grammar and usage when producing and expanding complete sentences in shared language activities.
Uses newly acquired vocabulary (L.K.4, L.K.6)				
First Trimester	Student uses limited vocabulary, even with teacher support.	With teacher support, student rarely uses new vocabulary and applies it accurately through conversations and responding to text.	With teacher support, student occasionally uses new vocabulary and applies it accurately through conversations and responding to text.	With teacher support, student uses new vocabulary and applies it accurately through conversations and responding to text.
Second Trimester	With teacher support, student rarely uses new vocabulary and applies it accurately through conversations and responding to text.	With teacher support, student occasionally uses new vocabulary and applies it accurately through conversations and responding to text.	With teacher support, student uses new vocabulary and applies it accurately through conversations and responding to text.	With little guidance and support, student uses new vocabulary and applies it accurately through conversations and responding to text.
18 Third Trimester	With teacher support, occasionally uses new vocabulary and applies it accurately through conversations and responding to text.	With teacher support, uses new vocabulary and applies it accurately through conversations and responding to text.	With little guidance and support, uses new vocabulary and applies it accurately through conversations and responding to text.	Student uses new vocabulary and applies it accurately in conversations and responding to text.

Speaking and Listening		1	2	3	4
Participates in conversation and group discussions with peers and adults (SL.K.1)					
19	First Trimester	Student does not participate, even with teacher support.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts, with teacher support.	Student participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts.
	Second Trimester	Student rarely participates in conversations with peers and adults about kindergarten topics and texts, even with teacher support.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts.
	Third Trimester	Student rarely participates in conversations with peers and adults about kindergarten topics and texts, even with teacher support.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student participates in conversations with peers and adults about kindergarten topics and texts.	Student participates in conversations with peers and adults about kindergarten topics and text, restates key elements and asks questions for clarification.
Speaks clearly to express thoughts, feelings, and ideas (SL.K.4, SL.K.5, SL.K.6)					
20	First Trimester	Student rarely speaks audibly and expresses thoughts, feelings and ideas clearly. Student finds it difficult to describe familiar people, things, and events or provide additional detail even with prompting and support.	Student occasionally speaks audibly and expresses thoughts, feelings and ideas clearly. Student occasionally describes familiar people, things, and events and may be able to provide some additional detail with prompting and support.	Student speaks audibly and expresses thoughts, feelings and ideas clearly. Student describes familiar people, things, and events and can provide additional detail with minimal prompting and support.	Student consistently speaks audibly and expresses thoughts, feelings and ideas clearly. Student can describe familiar people, things, and events and can independently provide additional detail.
	Second Trimester	Student rarely speaks audibly and expresses thoughts, feelings and ideas clearly. Student finds it difficult to describe familiar people, things, and events or provide additional detail even with prompting and support.	Student occasionally speaks audibly and expresses thoughts, feelings and ideas clearly. Student occasionally describes familiar people, things, and events and may be able to provide some additional detail with prompting and support.	Student speaks audibly and expresses thoughts, feelings and ideas clearly. Student describes familiar people, things, and events and can provide additional detail with minimal prompting and support.	Student consistently speaks audibly and expresses thoughts, feelings and ideas clearly. Student can describe familiar people, things, and events and can independently provide additional detail.
	Third Trimester	Student rarely speaks audibly and expresses thoughts, feelings and ideas clearly. Student finds it difficult to describe familiar people, things, and events or provide additional detail even with prompting and support.	Student occasionally speaks audibly and expresses thoughts, feelings and ideas clearly. Student occasionally describes familiar people, things, and events and may be able to provide some additional detail with prompting and support.	Student speaks audibly and expresses thoughts, feelings and ideas clearly. Student describes familiar people, things, and events and can provide additional detail with minimal prompting and support.	Student consistently speaks audibly and expresses thoughts, feelings and ideas clearly. Student can describe familiar people, things, and events and can independently provide additional detail.

MATHEMATICS				
Counting and Cardinality	1	2	3	4
<p>21</p> <p>All Trimesters: Represents a number of objects with a written numeral (CC.A.3, CC.B.4, CC.B.5)</p>	<ul style="list-style-type: none"> Rarely represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Rarely counts to 20 with one to one correspondence and understand that the last number stated tells the number of objects counted. Rarely counts to answer, "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration. 	<ul style="list-style-type: none"> Occasionally represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Occasionally counts to 20 with one to one correspondence and understand that the last number stated tells the number of objects counted. Occasionally counts to answer, "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration. 	<ul style="list-style-type: none"> Represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Count to 20 with one to one correspondence and understand that the last number stated tells the number of objects counted. Counts to answer, "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration. 	<ul style="list-style-type: none"> Accurately and efficiently represents a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). Accurately and efficiently count to 20 with one to one correspondence and understand that the last number stated tells the number of objects counted. Accurately and efficiently counts to answer, "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration. Applies knowledge in ways that extend higher level thinking skills.
<p>22</p> <p>All Trimesters: Compares groups of objects (greater, less, equal) (CC.C.6)</p>	<p>Rarely identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>Occasionally identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<p>Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<ul style="list-style-type: none"> Accurately and efficiently identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Applies knowledge in ways that extend higher level thinking skills.
<p>23</p> <p>All Trimesters: Compares written numerals between 1 and 10 (CC.C.7)</p>	<p>Rarely compares two numbers between 1 and 10 presented as written numerals.</p>	<p>Occasionally compares two numbers between 1 and 10 presented as written numerals.</p>	<p>Compares two numbers between 1 and 10 presented as written numerals.</p>	<ul style="list-style-type: none"> Accurately and efficiently compares two numbers between 1 and 10 presented as written numerals. Applies knowledge in ways that extend higher level thinking skills.

Counting and Cardinality	1	2	3	4
<p>All Trimesters: Counts to 100 by ones and tens (CC.A.1, CC.B.4.c)</p> <p>24</p>	<ul style="list-style-type: none"> Rarely counts to 100 by ones and tens. Rarely understands that each successive number name is a quantity that is one larger. Rarely understands that each successive number name is a quantity that is ten larger. 	<ul style="list-style-type: none"> Occasionally counts to 100 by ones and tens. Occasionally understands that each successive number name is a quantity that is one larger. Occasionally understands that each successive number name is a quantity that is ten larger. 	<ul style="list-style-type: none"> Counts to 100 by ones and tens. Understands that each successive number name is a quantity that is one larger. Understands that each successive number name is a quantity that is ten larger. 	<ul style="list-style-type: none"> Accurately and efficiently counts to 100 by ones and tens. Accurately and efficiently understands that each successive number name is a quantity that is one larger. Accurately and efficiently understands that each successive number name is a quantity that is ten larger. Applies knowledge in ways that extend higher level thinking skills.

Operations and Algebraic Thinking		1	2	3	4
25 All Trimesters: Understands addition as putting together and adding to. (O.A.A.1)		Rarely represents addition and subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Occasionally represents addition and subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Represents addition up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<ul style="list-style-type: none"> Accurately and efficiently represents addition up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Applies knowledge in ways that extend higher level thinking skills.
	Understands subtraction as taking apart and taking from. (O.A.A.1)				
First Trimester					
Second Trimester	Rarely represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Occasionally represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<ul style="list-style-type: none"> Accurately and efficiently represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Applies knowledge in ways that extend higher level thinking skills. 	
26 Third Trimester	Rarely represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Occasionally represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	<ul style="list-style-type: none"> Accurately and efficiently represents subtraction up to 10 with fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Applies knowledge in ways that extend higher level thinking skills. 	
27 All Trimesters: Solves addition and subtraction word problems within 10 (O.A.A.2)	Rarely solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem.	Occasionally solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem.	Solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem.	<ul style="list-style-type: none"> Accurately and efficiently solves addition and subtraction word problems, and adds and subtracts within 10, e.g., by using objects or drawings to represent the problem. Applies knowledge in ways that extend higher level thinking skills. 	

Operations and Algebraic Thinking	1	2	3	4
Decomposes numbers less than and equal to ten (O.A.A.3)				
First Trimester				
Second Trimester	Rarely decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Occasionally decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	<ul style="list-style-type: none"> Accurately and efficiently decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$). Applies knowledge in ways that extend higher level thinking skills.
28 Third Trimester	Rarely decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Occasionally decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	<ul style="list-style-type: none"> Accurately and efficiently decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$). Applies knowledge in ways that extend higher level thinking skills.
Makes ten by adding to a given number (O.A.A.4)				
First Trimester				
Second Trimester	For any number from 1 to 9, rarely finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.	For any number from 1 to 9, occasionally finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.	For any number from 1 to 9, finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation.	<ul style="list-style-type: none"> For any number from 1 to 9, accurately and efficiently finds the number that makes 10 when added to the given number, e.g., by using objects or drawings, and records the answer with a drawing or equation. Applies knowledge in ways that extend higher level thinking skills.
29 Third Trimester	Rarely decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Occasionally decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	Decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$).	<ul style="list-style-type: none"> Accurately and efficiently decomposes numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and records each decomposition by a drawing or equation (e.g., $5 = 3 + 2$ and $5 = 4 + 1$). Applies knowledge in ways that extend higher level thinking skills.

Operations and Algebraic Thinking	1	2	3	4
Fluently add and subtract within five (OA.A.5)				
First Trimester				
Second Trimester	Rarely demonstrates fluency for addition and subtraction within five.	Occasionally demonstrates fluency for addition and subtraction within five.	Demonstrates fluency for addition and subtraction within five.	<ul style="list-style-type: none"> Accurately and efficiently demonstrates fluency for addition and subtraction within five. Applies knowledge in ways that extend higher level thinking skills.
30 Third Trimester	Rarely demonstrates fluency for addition and subtraction within five.	Occasionally demonstrates fluency for addition and subtraction within five.	Demonstrates fluency for addition and subtraction within five.	<ul style="list-style-type: none"> Accurately and efficiently demonstrates fluency for addition and subtraction within five. Applies knowledge in ways that extend higher level thinking skills.

Number & Operations in Base Ten	1	2	3	4
Compose and decompose numbers into tens and ones (NBT.A.1)				
First Trimester				
Second Trimester	Rarely compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	Occasionally compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	<ul style="list-style-type: none"> Accurately and efficiently compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones". Applies knowledge in ways that extend higher level thinking skills.
Third Trimester	Rarely compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	Occasionally compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones".	<ul style="list-style-type: none"> Accurately and efficiently compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation. Explore numbers 11-19 by creating a unit called a "ten" and units called "ones". Applies knowledge in ways that extend higher level thinking skills.

Measurement & Data		1	2	3	4
Describes and compares objects by length, weight, and size (MD.A.1, MD.A.2)					
First and Second Trimesters					
32	Third Trimester	<ul style="list-style-type: none"> Rarely describes measurable attributes of objects such as length or weight. Rarely describes several measurable attributes of a single object. Rarely compares two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. 	<ul style="list-style-type: none"> Occasionally describes measurable attributes of objects such as length or weight. Occasionally describes several measurable attributes of a single object. Occasionally compares two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. 	<ul style="list-style-type: none"> Describes measurable attributes of objects such as length or weight. Describes several measurable attributes of a single object. Directly compares two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. 	<ul style="list-style-type: none"> Accurately and efficiently describes measurable attributes of objects such as length or weight. Accurately and efficiently describes several measurable attributes of a single object. Accurately and efficiently compares two objects with a measurable attribute in common to see which object has "more of" / "less of" the attribute, and describes the difference. For example, directly compares the heights of two children and describes one child as taller/shorter. Applies knowledge in ways that extend higher level thinking skills.
Classify and count number of objects in categories (MD.B.3)					
First and Second Trimesters					
33	Third Trimester	<ul style="list-style-type: none"> Rarely classifies objects into given categories. Rarely counts the number of objects in each category and sorts the category by count (equal or less than ten). 	<ul style="list-style-type: none"> Occasionally classifies objects into given categories. Occasionally counts the number of objects in each category and sorts the category by count (equal or less than ten). 	<ul style="list-style-type: none"> Classifies objects into given categories. Counts the number of objects in each category and sorts the category by count (equal or less than ten). 	<ul style="list-style-type: none"> Accurately and efficiently classifies objects into given categories. Accurately and efficiently counts the number of objects in each category and sorts the category by count (equal or less than ten). Applies knowledge in ways that extend higher level thinking skills.

Geometry	1	2	3	4
Uses positional words (above, below, beside, in front of, behind, and next to) (G.A.1)				
First and Second Trimesters				
34 Third Trimester	Rarely describes objects in the environment using names of shapes and describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to.	Occasionally describes objects in the environment using names of shapes and describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to.	Describes objects in the environment using names of shapes and describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to.	<ul style="list-style-type: none"> Accurately and efficiently describes objects in the environment using names of shapes and describes the relative position of these objects using terms such as above, below, beside, in front of, behind, and next to. Applies knowledge in ways that extend higher level thinking skills.
Identify and describe shapes (G.A.2)				
First and Second Trimesters				
35 Third Trimester	Rarely name shapes regardless of their orientation or overall size.	Occasionally name shapes regardless of their orientation or overall size.	Correctly name shapes regardless of their orientation or overall size.	<ul style="list-style-type: none"> Accurately and efficiently name shapes regardless of their orientation or overall size. Applies knowledge in ways that extend higher level thinking skills.
Analyze, compare, create, and compose shapes (G.B.4, G.B.5, G.B.6)				
First and Second Trimesters				
36 Third Trimester	<ul style="list-style-type: none"> Rarely analyzes and compares two- and three-dimensional shapes. Rarely models shapes by building or drawing them. Rarely combines simple shapes to form larger shapes. 	<ul style="list-style-type: none"> Occasionally analyzes and compares two- and three-dimensional shapes. Occasionally models shapes by building or drawing them. Occasionally combines simple shapes to form larger shapes. 	<ul style="list-style-type: none"> Analyze and compare two- and three-dimensional shapes. Model shapes by building or drawing them. Combine simple shapes to form larger shapes. 	<ul style="list-style-type: none"> Accurately and efficiently analyzes and compares two- and three-dimensional shapes. Accurately and efficiently models shapes by building or drawing them. Accurately and efficiently combines simple shapes to form larger shapes. Applies knowledge in ways that extend higher level thinking skills.