

# KINDERGARTEN STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

RUBRIC		
Outstanding +	Satisfactory =	Improvement Needed -

## FOUNDATIONAL SKILLS INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identify uppercase letters	<p>Consistently and independently:</p> <p>Trimester #1 (T1): NA</p> <p>Trimester #2 (T2) &amp; Trimester #3 (T3):</p> <ul style="list-style-type: none"> <li>Identifies all 26 uppercase letters</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>Trimester #1 (T1): NA</p> <p>Trimester #2 (T2) &amp; Trimester #3 (T3):</p> <ul style="list-style-type: none"> <li>Identifies 96-81% uppercase letters (25-21)</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>Trimester #1 (T1): NA</p> <p>Trimester #2 (T2) &amp; Trimester #3 (T3):</p> <ul style="list-style-type: none"> <li>Identifies less than 79% uppercase letters (20 or less)</li> </ul>
Identify lowercase letters	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Identifies all 26 lowercase letters</li> </ul> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Identifies all 26 lowercase letters</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Identifies 96-69% of lowercase letters taught</li> </ul> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Identifies 96-81% lowercase letters (25-21)</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Identifies 65-0% of lowercase letters taught</li> </ul> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Identifies 77-0% lowercase letters (20 or less)</li> </ul>
Identify letter sounds	<p>Consistently and independently:</p> <p>T1 &amp; T2:</p> <ul style="list-style-type: none"> <li>Identifies 100% of basic letter sounds</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Identifies 100 % of basic letter sounds/digraphs</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2:</p> <p>Identifies 96-69% of the letter sounds taught</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Identifies 99 - 85% of letter sounds/digraphs taught</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2:</p> <ul style="list-style-type: none"> <li>Identifies less than 80% of the letter sounds taught</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Identifies 84% of letter sounds/digraphs taught</li> </ul>
Isolate and pronounce the initial, medial vowel, and final sounds in CVC words	<p>Consistently and independently:</p> <p>T1: NA</p> <p>T2:</p> <ul style="list-style-type: none"> <li>Isolates and pronounces the initial, medial and final sounds in CVC words</li> </ul>	<p>Sometimes or with support:</p> <p>T1: NA</p> <p>T2:</p> <ul style="list-style-type: none"> <li>Isolates and pronounces the initial, medial and final sounds in CVC words</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1: NA</p> <p>T2:</p> <ul style="list-style-type: none"> <li>Isolate and pronounces the initial and final sounds in CVC words</li> </ul>

	<p>T3:</p> <ul style="list-style-type: none"> <li>• Reads whole CVC words without segmenting</li> </ul>	<p>T3:</p> <ul style="list-style-type: none"> <li>• Isolates and pronounces the initial, medial, and final sounds in CVC words</li> </ul>	<p>T3:</p> <ul style="list-style-type: none"> <li>• Isolates and pronounces the initial, medial, and final sounds in CVC words</li> </ul>
Recognizes and produces rhyming words	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>• NA</li> </ul> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>• Recognizes and produces rhyming words</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>• NA</li> </ul> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>• Recognizes and produces rhyming words</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>• NA</li> </ul> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>• Recognizes and produces rhyming words</li> </ul>
Reads sight words with automaticity	<p>Consistently and independently:</p> <p>T1 &amp; T2:</p> <ul style="list-style-type: none"> <li>• Identifies most/all Kindergarten sight words (1-Green Power Words)</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>• Identifies all Kindergarten sight words (1-Green Power Words) and some/most/all First Grade (2-Green and Blue) Power Words</li> </ul>	<p>Sometime and/or inconsistently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>• Identifies 99-80% of the sight words taught</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>• Identifies less than 80% of the sight words taught</li> </ul>

## READING/COMPREHENSION SKILLS INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Follows words from left to right, top to bottom and page by page	Consistently and independently: T1, T2, T3: <ul style="list-style-type: none"> <li>Tracks print from left to right, top to bottom and page by page</li> </ul>	Sometimes and/or inconsistently: T1, T2, T3: Tracks print from left to right, top to bottom and page by page	Beginning to/rarely or with support: T1, T2, T3: <ul style="list-style-type: none"> <li>Tracks print from left to right, top to bottom and page by page</li> </ul>
Identify characters, setting, and major events in a story	Consistently and independently: T1: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> of a story</li> </ul> T2: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story</li> </ul> T3: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story</li> </ul>	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> of a story</li> </ul> T2: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story</li> </ul> T3: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story</li> </ul>	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> of a story</li> </ul> T2: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story</li> </ul> T3: <ul style="list-style-type: none"> <li>Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story</li> </ul>
Recognizes the title page, front cover, and back cover a book	Consistently and independently: T1, T2, T3: <ul style="list-style-type: none"> <li>Recognizes the title page, front/back cover of a book</li> </ul>	Sometimes and/or inconsistently: T1, T2, T3: <ul style="list-style-type: none"> <li>Recognizes the title page, front/back cover of a book</li> </ul>	Beginning to/rarely or with support: T1, T2, T3: <ul style="list-style-type: none"> <li>Recognizes the title page, front/back cover of a book</li> </ul>
Identifies the role of the author and illustrator	Consistently and independently: T1, T2, T3: <ul style="list-style-type: none"> <li>Identifies the role of the author and illustrator</li> </ul>	Sometimes and/or inconsistently: T1, T2, T3: <ul style="list-style-type: none"> <li>Identifies the role of the author and illustrator</li> </ul>	Beginning to/rarely or with support: T1, T2, T3: <ul style="list-style-type: none"> <li>Identifies the role of the author and illustrator</li> </ul>

## WRITING INDICATORS

STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates the command of conventions of standard English (capitalization, punctuation, and spelling when writing)	<p>Consistently and independently:</p> <p>T1: NA</p> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>● Recognizes and uses capitals and punctuation marks correctly</li> <li>● Understands and applies the knowledge that words are separated by spaces in print</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>● Prints 99%-80% of lowercase letters taught</li> </ul> <p>T2, T3:</p> <p>Recognizes and uses capitals and punctuation marks correctly Understands and applies the knowledge that words are separated by spaces in print</p>	<p>Beginning to/rarely or with support:</p> <p>T1: NA</p> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>● Recognizes and uses capitals and punctuation marks correctly Understands and applies the knowledge that words are separated by spaces in print</li> </ul>
Prints upper and lowercase letters	<p>Consistently and independently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● Prints 100% of all upper and lower case letters</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>● Prints 99%-80% of lowercase <b>AND</b> uppercase letters taught</li> </ul> <p>T2, T3:</p> <p>Prints 99%-80% of lowercase AND uppercase letters taught</p>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>● Prints 79% or less of lowercase letters taught</li> </ul> <p>T2, T3:</p> <ul style="list-style-type: none"> <li>● Prints 79% or less of lowercase AND uppercase letters taught</li> </ul>
Use a combination of drawing, dictating and writing to compose narrative and informative pieces in which they name what they are writing about and supply some information about the topic	<p>Consistently and independently:</p> <p>T1, T2, T3</p> <ul style="list-style-type: none"> <li>● Draws, dictates and writes some information about given topics</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1, T2, T3:</p> <p>Draws, dictates and writes some information about given topics</p>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● Draws, dictates and writes some information about given topics</li> </ul>

## LISTENING AND SPEAKING INDICATORS

<b>SKILL/ STANDARD</b>	<b>OUTSTANDING +</b>	<b>SATISFACTORY =</b>	<b>IMPROVEMENT NEEDED -</b>
Listens to others and takes turns speaking	<p>Consistently and independently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1, T2, T3:</p> <p>Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions</p>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions</li> </ul>
Makes relevant contributions to classroom and group discussions	<p>Consistently and independently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● Makes relevant contributions to classroom and group discussions</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1, T2, T3:</p> <p>Makes relevant contributions to classroom and group discussions</p>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>● With re-directions and prompting, makes relevant contributions to classroom and group discussions</li> </ul>

## MATH: COUNTING AND CARDINALITY INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Counts to 100 by ones	Consistently and independently: T1, T2: <ul style="list-style-type: none"> <li>● Count to 100</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count beyond 100</li> </ul>	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> <li>● Count to 20</li> </ul> T2: <ul style="list-style-type: none"> <li>● Count to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count to 100</li> </ul>	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> <li>● Count to 20</li> </ul> T2: <ul style="list-style-type: none"> <li>● Count to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count to 100</li> </ul>
Counts to 100 by tens	Consistently and independently: T1: NA T2: <ul style="list-style-type: none"> <li>● Count by tens to 100</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count by tens beyond 100</li> </ul>	Sometimes and/or inconsistently: T1: NA T2: <ul style="list-style-type: none"> <li>● Count by tens to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count by tens to 100</li> </ul>	Beginning to/rarely or with support: T1: NA T2: <ul style="list-style-type: none"> <li>● Count by tens to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count by tens to 100</li> </ul>
Counts forward from any given number to 100	Consistently and independently: T1: NA T2: <ul style="list-style-type: none"> <li>● Count beyond 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count beyond 100</li> </ul>	Sometimes and/or inconsistently: T1: NA T2: <ul style="list-style-type: none"> <li>● Count to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count to 100</li> </ul>	Beginning to/rarely or with support: T1: NA T2: <ul style="list-style-type: none"> <li>● Count to 50</li> </ul> T3: <ul style="list-style-type: none"> <li>● Count to 100</li> </ul>
Writes numbers 0-20	Consistently and independently: T1:	Sometimes and/or inconsistently: T1:	Beginning to/rarely or with support: T1:

	<ul style="list-style-type: none"> <li>Write to 10 with NO REVERSALS</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Write to 20 with NO REVERSALS</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Writes numbers beyond 20 with NO REVERSALS</li> </ul>	<ul style="list-style-type: none"> <li>Write to 10 WITH REVERSALS</li> </ul> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Write to 20 WITH REVERSALS</li> </ul>	<ul style="list-style-type: none"> <li>May write to 10 using a MODEL AND WITH REVERSALS</li> </ul> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>May write to 20 using a MODEL AND WITH REVERSALS</li> </ul>
Understand the relationship between numbers and quantities: connecting counting to cardinality (one-to-one correspondence)	<p>Consistently and independently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>One-to-one count <u>beyond 20</u> and also understands that the last number name said tells the number of objects counted</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>One-to-one count <u>to 20</u> and also understands that the last number name said tells the number of objects counted</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>One-to-one count <u>to 20</u> and also understands that the last number name said tells the number of objects counted</li> </ul>
Identify 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>Consistently and independently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>Identifies a set of objects that is greater than, less than or equal to another set of objects <u>WITHOUT</u> having to count</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>Identifies a set of objects that is greater than, less than or equal to another set of objects by <u>using counting strategies</u></li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1, T2, T3:</p> <ul style="list-style-type: none"> <li>Begins to understand that sets of objects can be compared with the use of counting strategies or other given models</li> </ul>
Compare two numbers between 1 and 10	<p>Consistently and independently:</p> <p>T1: NA</p>	<p>Sometimes and/or inconsistently:</p> <p>T1: NA</p>	<p>Beginning to/rarely or with support:</p> <p>T1: NA</p>



presented as written numerals	T2 & T3: Compares pairs of numbers 1-10 and beyond	T2 & T3: Compares pairs of numbers 1-10	T2 & T3: Compares pairs of numbers
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## MATH: OPERATIONS AND ALGEBRAIC THINKING INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Uses objects or drawings to represent and solve addition and subtraction stories up to 10	<p>Consistently and independently:</p> <p>T1: NA</p> <p>T2:</p> <ul style="list-style-type: none"> <li>Solve addition and subtraction stories, up to 10, <b>MENTALLY WITHOUT</b> using any objects or drawings</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Solve addition and subtraction stories, <b>BEYOND 10, MENTALLY WITHOUT</b> using any objects or drawings</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1: NA</p> <p>T2, T3</p> <ul style="list-style-type: none"> <li>Uses objects, drawings, or a ten frame to solve addition and subtraction problems, up to 10, but may use wrong operation or miscount when solving</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1: NA</p> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Has difficulty using objects, drawing, or ten frames to solve addition and subtraction problems</li> </ul>
Represents numbers up to 10 in more than one way. (example: $7=5+2$ and $7=3+4$ )	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Decomposes a given number up to 10 in more than one way</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Decomposes a given number up to 10 in more than one way</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp;, T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Decomposes some numbers in more than one way</li> </ul>
Find a number that makes ten for numbers 1-9	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Finds the correct number that makes ten when given a number</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Finds the correct number that makes ten when given a number</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp;, T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Finds the correct number that makes ten when given a number</li> </ul>
Fluently adds and subtracts within 5	<p>Consistently and independently:</p>	<p>Sometimes and/or inconsistently:</p>	<p>Beginning to/rarely or with support:</p>

	<p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"><li>• Uses <u>memorized</u> facts to add <u>and</u> subtract within 5 quickly and accurately</li></ul>	<p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"><li>• Adds or subtracts within 5 but relies on counting strategies or makes errors when attempting to memorize</li></ul>	<p>T1 &amp;, T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"><li>• Difficulty adding or subtracting fluently or guesses instead of using a counting strategy</li></ul>
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## MATH: NUMBER AND OPERATIONS IN BASE TEN INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Compose and decompose numbers 11-19	Consistently and independently:  T1: NA  T2 & T3: <ul style="list-style-type: none"> <li>• Composes and/or decomposes numbers 11-19 into groups of tens and ones</li> </ul>	Sometimes and/or inconsistently:  T1: NA  T2 & T3: <ul style="list-style-type: none"> <li>• Composes and/or decomposes numbers 11-19 into groups of tens and ones</li> </ul>	Beginning to/rarely or with support:  T1: NA  T2 & T3: <ul style="list-style-type: none"> <li>• Composes and/or decomposes numbers 11-19 into groups of tens and ones</li> </ul>

## MATH: MEASUREMENT AND DATA INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Classifies objects and counts the number of objects in each category	<p>Consistently and independently:</p> <p>T1: NA</p> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1: NA</p> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1: NA</p> <p>T2 &amp; T3:</p> <ul style="list-style-type: none"> <li>Sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly</li> </ul>
Describes measurable attributes of objects such as length/weight	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Describes differences in objects based on their length and weight</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Describes differences in objects by length and/or weight (often confuses the two)</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Has difficulties describing differences in objects by length and/or weight</li> </ul>
Directly compare 2 objects with measurable attributes in common	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Compare two objects with common measurable attributes</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Compare two objects with common measurable attributes</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Has difficulties comparing two objects with common measurable attributes</li> </ul>

## MATH: GEOMETRY INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identify and describe 2D shapes	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Names all of the required 2D shapes plus additional shapes regardless of orientation and overall size</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Names the required 2D shapes regardless of orientation and overall size</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Attempts to name 2D shapes regardless of orientation and overall size</li> </ul>
Identify and describe 3D shapes	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• names all of the required 3D shapes plus additional shapes regardless of orientation and overall size</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• names the required 3D shapes regardless of orientation and overall size</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• attempts to name 2D shapes regardless of orientation and overall size</li> </ul>
Compare, create and composes shapes	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Uses simple shapes to create new shapes</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Uses simple shapes to create new shapes</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p> <ul style="list-style-type: none"> <li>• Attempts to use simple shapes to create new shapes</li> </ul>
Describes the relative positions of objects (above,	<p>Consistently and independently:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p>	<p>Sometimes and/or inconsistently:</p> <p>T1 &amp; T2 : NA</p> <p>T3:</p>	<p>Beginning to/rarely or with support:</p> <p>T1 &amp; T2: NA</p> <p>T3:</p>

below, next to, etc.)	<ul style="list-style-type: none"><li>• Describes the relative positions of objects</li></ul>	<ul style="list-style-type: none"><li>• Describes the relative positions of objects</li></ul>	<ul style="list-style-type: none"><li>• Attempts to describe the relative positions of objects</li></ul>
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## SCIENCE INDICATORS

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates Content Knowledge	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Weather &amp; Sky</b> using appropriate and correct vocabulary</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Push, Pull, Go</b> using appropriate and correct vocabulary</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Living &amp; Nonliving Things</b> using appropriate and correct vocabulary</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Weather &amp; Sky</b> using appropriate and correct vocabulary</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Push, Pull, Go</b> using appropriate and correct vocabulary</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Living &amp; Nonliving Things</b> using appropriate and correct vocabulary</li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Weather &amp; Sky</b> using appropriate and correct vocabulary</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Push, Pull, Go</b> using appropriate and correct vocabulary</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Understands, writes and discusses key basic concepts of <b>Living &amp; Nonliving Things</b> using appropriate and correct vocabulary</li> </ul>
Collects, Analyzes & Shares Data	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Forms responses and explanations to reflect a higher level (yet age-appropriate) level of <b>Weather &amp; Sky</b> understanding</li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Forms responses and explanations to reflect a higher</li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <b>Weather &amp; Sky</b></li> </ul> <p>T2:</p>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Attempts to understand, write and discuss key basic concepts of <b>Weather &amp; Sky</b> and sometimes uses appropriate and correct vocabulary with additional help</li> </ul> <p>T2:</p>



	<p>level (yet age-appropriate) level of <b>Push, Pull, Go</b> understanding</p> <p>T3:</p> <ul style="list-style-type: none"> <li>Forms responses and explanations to reflect a higher level (yet age-appropriate) level of <b>Living and Nonliving Things</b> understanding</li> </ul>	<ul style="list-style-type: none"> <li>Forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <b>Push, Pull, Go</b></li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <b>Living and Nonliving Things</b></li> </ul>	<ul style="list-style-type: none"> <li>Attempts to understand, write and discuss key basic concepts of <b>Push, Pull, Go</b> and sometimes uses appropriate and correct vocabulary with additional help</li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Attempts to understand, write and discuss key basic concepts of <b>Living &amp; Nonliving Things</b> and sometimes uses appropriate and correct vocabulary with additional help</li> </ul>
<p>Plans and Conducts Investigations</p>	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Reflects a high level of interest in questioning and investigative ideas about <b>Weather &amp; Sky</b></li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Reflects a high level of interest in questioning and investigative ideas about <b>Push, Pull, Go</b></li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Reflects a high level of interest in questioning and investigative ideas about <b>Living and Nonliving Things</b></li> </ul>	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Reflects some interest in questioning and investigative ideas about <b>Weather &amp; Sky</b></li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Reflects some interest in questioning and investigative ideas about <b>Push, Pull, Go</b></li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Reflects some interest in questioning and investigative ideas about <b>Living and Nonliving Things</b></li> </ul>	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> <li>Requires additional help and resources in questions and investigative ideas about <b>Weather &amp; Sky</b></li> </ul> <p>T2:</p> <ul style="list-style-type: none"> <li>Requires additional help and resources in questions and investigative ideas about <b>Pull, Pull, Go</b></li> </ul> <p>T3:</p> <ul style="list-style-type: none"> <li>Requires additional help and resources in questions and investigative ideas about <b>Living and Nonliving Things</b></li> </ul>