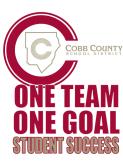


Kindergarten Report Card Rubrics





ELA



Quarter 1 Kindergarten					
LANGUAGE ARTS					
READING FOUNDATIONAL SKILLS	3	2	1		
PRINT CONCEPTS ELAGSEKRF1a Demonstrate understanding of the	Follows print left to right, top to bottom, and page-by-page.	Follows print left to right OR top to bottom OR page-by-page.	Limited progress		
organization and basic features of print. ELAGSEKRF1b Recognize that spoken words are represented in written language by specific sequence of					
Ietters. ELAGSEKRF1c Understand that words are separated by spaces in print.					
ELAGSEKRF1d Recognize and name all upper and lowercase letters of the alphabet.	Identifies 30 – 52 letters	Identifies 20 – 29 letters	Identifies 19 or less letters		
PHONOLOGICAL AWARENESS ELAGSEKRF2a Recognize and produce rhyming words.	Auditory recognition of rhyming and non-rhyming words (5 out of 10 words)	Auditory recognition of rhyming and non-rhyming words (1-4 out of 10)	Does not demonstrate auditory recognition of rhyming and non-rhyming words (0 out of 10)		
ELAGSEKRF2b Count, pronounce, blend, and segment syllables in spoken words.					
ELAGSEKRF2c Blend and segment onsets and rimes of single-syllable spoken words.					
ELAGSEKRF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/ or /x/.					
ELAGSEKRF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.					

PHONICS and WORD RECOGNITION	Produces 13 or more of 23	Produces 5 – 12 consonant	Produces 4 or less consonant
ELAGSEKRF3a	consonant sounds.	sounds.	sounds.
Demonstrate basic knowledge of one to one	consonant sounds.	Sourius.	Sourius.
letter-sound correspondences for each			
consonant.			
ELAGSEKRF3b			
Demonstrate basic knowledge of long and			
short sounds for the five major vowels.			
ELAGSEKRF3c	Consistently and independently	Progressing toward	Limited progress
Distinguish between similarly spelled words by	distinguishes between similarly	independently distinguishing	
identifying the sounds of the letters that	spelled words by identifying the	between similarly spelled words	
differ.	sounds of the letter that differ.	by identifying the sounds of the	
		letter that differ.	
FLUENCY			
ELAGSEKRF4			
Read common high-frequency words by sight.			
(e.g., the, of, to, you, she, my, is, are,			
do, does); read emergent-reader texts with			
purpose and understanding.			

READING: Key Ideas and Detail		3	2	1		
All Literary and Informational reading standards should be taught each nine weeks. The following will be assessed and reported.						
LITERARY ELAGSEKRL1, ELAGSEKRL2, ELAGSEKRL3	demonstrAsk a detailRetel detailIdent	ntly, with promoting and support, rates all of the following: and answer questions about key ls in a text. Il familiar stories including key ls. Eify characters, settings, and major ts in a story.	Progressing toward, with promoting and support, demonstrating all of the following: • Ask and answer questions about key details in a text. • Retell familiar stories including key details. • Identify characters, settings, and major events in a story.	Limited progress		
LITERARY ELAGSEKRL1, ELAGSEKRL2, ELAGSEKRL3, ELAGSEKRL10	 demonstr Ask a detail Retel detail Ident event Active activi 	ntly, with promoting and support, rates all of the following: and answer questions about key ls in a text. Il familiar stories including key ls. cify characters, settings, and major its in a story. ely engage in group reading ities with purpose and rstanding.	Progressing toward, with promoting and support, demonstrating all of the following: • Ask and answer questions about key details in a text. • Retell familiar stories including key details. • Identify characters, settings, and major events in a story. • Actively engage in group reading activities with purpose and understanding.	Limited progress		

INFORMATIONAL ELAGSEKRI1, ELAGSEKRI2, ELAGSEKRI3, ELAGSEKRI10	Consistently, with promoting and support, demonstrates all of the following: Ask and answer questions about key details in a text. Identify the main topic (main idea) and retell key details of a text (supporting details). Describe the connection between two individuals, events, ideas, or pieces of information in a text. Actively engage in group reading of informational text with purpose and understanding 	Progressing toward, with promoting and support, demonstrating all of the following: • Ask and answer questions about key details in a text. • Identify the main topic (main idea) and retell key details of a text (supporting details). • Describe the connection between two individuals, events, ideas, or pieces of information in a text.	
	• •	between two individuals, events, ideas, or pieces of	

WRITING/LANGUAGE/SPEAKING AND LISTENING	3	2	1
TEXT TYPE and PURPOSES ELAGSEKW3 Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Narrative – Uses a combination of drawing, dictating, AND writing (e.g initial and/or final consonant sounds) to narrate a single event.	Narrative – Uses a combination of drawing, dictating, AND writing (e.g. random letters) to narrate a single event.	Limited progress
ELAGSEKW5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Consistently, with guidance and support, responds to questions and suggestions from peers and add details to strengthen writing as needed.	Progressing toward, with guidance and support, responding to questions and suggestions from peers and add details to strengthen writing as needed.	Limited progress
ELAGSEKW6 With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.			
ELAGSEKW7 With guidance and support, participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them).			
ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			

CONVENTIONS of STANDARD	Prints all upper and lower case letters with	Prints most upper and lowercase	Prints a few upper and lower case
ENGLISH	consistency, accuracy and independence.	letters accurately and with	letters with independence and
ELAGSEKL1a		independence.	accuracy.
Print many upper and lower case			
letters.			
ELAGSEKL2a			
Capitalize the first word in a sentence			
and the pronoun I.			
ELAGSEKL2b			
Recognize and name end			
punctuation.			
ELAGSEKL2c			
Write a letter or letters for most			
consonant and short vowel sounds			
(phonemes).			
ELAGSEKL2d			
Spell simple words phonetically,			
drawing on knowledge of sound-			
letter relationships.			
ELAGSEKSL5	Consistently and independently adds	Progressing toward	Limited progress
Add drawings or other visual displays	drawings or other visual displays to	independently adding drawings	
to descriptions as desired to provide	descriptions as desired to provide additional	or other visual displays to	
additional detail.	detail.	descriptions as desired to provide	
		additional detail.	

SPEAKING AND LISTENING AND	3	2	1
LANGUAGE			_
COLLABORATION	Consistently and independently	Progressing toward	
ELAGSEKSL1a	demonstrates all of the following:	independently demonstrating all	Limited progress
Participate in collaborative	Listens to others and takes turns speaking	of the following:	
conversations with diverse partners	 Follows agreed upon rules for discussions 	 Listens to others and takes 	
about kindergarten topics & texts		turns speaking	
with peers in small or large groups.		 Follows agreed upon rules for 	
		discussions	
ELAGSEKSL1b			
Continue a conversation through			
multiple exchanges.			
ELAGSEKSL2			
Confirm understanding of written			
texts read aloud or information			
presented orally through media by			
asking and answering questions			
about key details and requesting			
clarification if something is not			
understood.			
ELAGSEKSL3			
Ask and answer questions in order to			
seek help, get information, or clarify			
something that is not understood.			
ELAGSEKSL4			
Describe people, places, things, and			
events and, with prompting and			
support, provide additional detail.			
ELAGSEKSL6	Consistently and independently speaks	Progressing toward	Limited progress
Speak audibly and express thoughts,	audibly to express thoughts, feelings, and	independently when speaking	
feelings and ideas.	ideas.	audibly to express thoughts,	
		feelings, and ideas.	
ELAGSEKL1c			
Form regular plural nouns orally by			
adding /s/ or /es/ (e.g., dog, dogs;			
wish, wishes) when speaking.			
LANGUAGE	3	2	1

ELAGSEKL1b		
Use frequently occurring nouns and		
verbs.		
ELAGSEKL1d		
Understand and use question words		
(interrogatives) (e.g., who, what,		
where, when, why, how).		
ELAGSEKL1e		
Use the most frequently occurring		
prepositions (e.g., to, from, in, out,		
on, off, for, of, by, with).		
ELAGSEKL1f		
Produce and expand complete		
sentences in shared language		
activities.		
ELAGSEKL4a		
Identify new meanings for familiar		
words and apply them accurately.		
(e.g., knowing duck as a bird and		
learning the verb duck).		
ELAGSEKL4b		
Use the most frequently occurring		
inflections and affixes (e.g., -ed, -s, -		
re, un-, pre-, -ful, -less) as a clue to		
the meaning of an unknown word.		
ELAGSEKL5 a		
Sort common objects into categories		
(eg., shapes, food) to gain a sense of		
the concepts the categories		
represent.		
ELAGSEL5b		
Demonstrate understanding of		
frequently occurring verbs and		
adjectives by relating them to their		
opposites (antonyms).		
ELAGSEKL5c		
Identify real-life connections between		
words and their use (e.g., note places		

at school that are colorful).		
ELAGSEKL5d Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		
ELAGSEKL6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.		

Quarter	2	Kinc	lergarten
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READING FOUNDATIONAL SKILLS	3	2	1
PRINT CONCEPTS	Follows and tracks print with one to one	Follows print left to right, top to	Follows print left to OR right OR
ELAGSEKRF1a	correspondence.	bottom, and page by page.	top to bottom OR page by page OR
Demonstrate understanding of the			not evident.
organization and basic features of print.			
ELAGSERF1b	Consistently and independently	Progressing toward independently	Limited progress
Recognize that spoken words are	recognizes that spoken words are	recognizing that spoken words are	
represented in written language by	represented in written language by	represented in written language by	
specific sequence of letters.	specific sequence of letters.	specific sequence of letters.	
ELAGSEKRF1c	Consistently and independently	Progressing toward independently	Limited progress
Understand that words are separated	understands that words are separated	understanding that words are	
by spaces in print.	by spaces in print.	separated by spaces in print.	
ELAGSEKRF1d	Identifies 52 letters	Identifies 30 – 51 letters	Identifies 29 or less letters
Recognize and name all upper and			
lowercase letters of the alphabet.			
PHONOLOGICAL AWARENESS	Auditory recognition of rhyming and	Auditory recognition of rhyming and	Limited progress in auditory
ELAGSEKRF2a	non-rhyming words (8 out of 10 words)	non-rhyming words (5 – 7 out of 10)	recognition of rhyming and non-
Recognize and produce rhyming words.			rhyming words (0 – 4 out of 10)
ELAGSEKRF2b	Consistently and independently counts	Progressing toward independently	Limited progress
Count, pronounce, blend, and segment	pronounces, blends, and segments	blending and segmenting syllables in	
syllables in spoken words.	syllables in spoken words.	spoken words.	
ELAGSEKRF2c	Consistently and independently blend	Progressing toward independently	Limited progress
Blend and segment onsets and rimes of	and segment onsets and rimes of single-	blending and segmenting onsets	
single-syllable spoken words.	spoken words.	and rimes of single-spoken words.	
ELAGSEKRF2d			
Isolate and pronounce the initial, medial			
vowel, and final sounds (phonemes) in			
three-phoneme (consonant-vowel-			
consonant, or CVC) words. (This does not			
include CVCs ending with /l/, /r/ or /x/. ELAGSEKRF2e			
Add or substitute individual sounds			
(phonemes) in simple, one-syllable			
words to make new words.			
words to make new words.			

PHONICS and WORD RECOGNITION	Produces all 23 consonant sounds.	Produces 13 - 22 consonant sounds	Produces 12 or less consonant
ELAGSEKRF3a			sounds.
Demonstrate the basic knowledge of			
one to one letter-sound			
correspondences by producing			
consonant sounds.			
ELAGSEKRF3b			
Demonstrate basic knowledge of long			
and short vowel sounds for the five			
major vowels.			
ELAGSEKRF3c	Consistently and independently	Progressing toward independently	Limited progress
Distinguish between similarly spelled	distinguishes between similarly spelled	distinguishing between similarly	
words by identifying the sounds that	words by identifying the sounds of the	spelled words by identifying the	
differ.	letter that differ.	sounds of the letter that differ.	
FLUENCY	Reads 30 or more high frequency words	Reads 11-29 high frequency words	Reads 10 or less high frequency
ELAGSEKRF4	AND reads independent level B.	AND reads independent level B or	words AND reads independent
Read common high-frequency words by		below.	level B or below.
sight. (e.g., the, of, to, you, she, my, is,			
are,do, does); read emergent-reader			
texts with purpose and understanding.			

READING: CRAFT AND STRUCTURE	3	2	1	
All Literary and Informational reading standards should be taught each nine weeks.				
	The following will be asses	· · · · · · · · · · · · · · · · · · ·		
ELAGSEKRL4, ELAGSEKRL5, ELAGSEKRL6, ELAGSEKRL10	Consistently, with prompting and support, demonstrates all of the following:	 Progressing toward, with prompting and support, demonstrating all of the following: Ask and answer questions about unknown words in a text. Recognize common types of texts (e.g., storybooks, poems.) Name the author and illustrator of a story and define the role of each in telling the story. Actively engage in group reading activities with purpose and understanding. 	Limited progress	
INFORMATIONAL ELAGSEKRI4, ELAGSEKRI5, ELAGSEKRI6, ELAGSEKRI10	Consistently, with prompting and support, demonstrates all of the following: Ask and answer questions about unknown words in a text. Identify the front cover, back cover, and title page of a book. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Actively engage in group reading of informational text with purpose and understanding. 	Progressing toward, with prompting and support, demonstrating all of the following: • Ask and answer questions about unknown words in a text. • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • Actively engage in group reading of informational text with purpose and understanding.		

WRITING/LANGUAGE/SPEAKING AND LISTENTING	3	2	1
TEXT TYPE and PURPOSES	Informational– Uses a combination of	Informational– Uses a combination	Informational– Uses a combination
ELAGSEKW2	drawing, dictating, and writing (e.g.	of drawing, dictating, and writing	of drawing, dictating, and writing
Use a combination of drawing, dictating,	simple sentence that includes grade	(e.g. initial and/or final consonant	(e.g., random letters) to compose
and writing to compose	appropriate high frequency words and	sounds) to compose	informative/explanatory texts in
informative/explanatory texts in which	phonetically spelled words) to compose	informative/explanatory texts in	which they are writing about and
they name what they are writing about	informative/explanatory texts in which	which they are writing about and	supply some information about the
and supply some information about the	they are writing about and supply some	supply some information about the	topic.
topic.	information about the topic.	topic.	
ELAGSEKW5	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from adults,	support, responds to questions and	and support, responding to	
respond to questions and suggestions	suggestions from peers and adds details	questions and suggestions from	
from peers and add details to	to strengthen writing as needed.	peers and add details to strengthen	
strengthen writing as needed.		writing as needed.	
ELAGSEKW6			
With guidance and support from adults,			
use a variety of tools to produce and			
publish writing, including digital tools in			
collaboration with peers.			
ELAGSEKW7	Consistently, with guidance and	Progressing toward, even with	Limited progress
With guidance and support, participate	support, participates in shared research	guidance and support, participating	
in shared research and writing projects	and writing projects.	in shared research and writing	
(e.g. explore a number of books by a		projects.	
favorite author and express opinions			
about them).			
ELAGSEKW8	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from adults,	support, recalls information from	and support, recalling information	
recall information from experiences or	experiences or gathers information	from experiences or gathering	
gather information from provided	from provided sources to answer a	information from provided sources	
sources to answer a question.	question.	to answer a question.	
CONVENTIONS of STANDARD ENGLISH	Prints all upper and lower case letters	Prints most upper and lowercase	Prints a few upper and lower case
ELAGSEKL1a	with consistency, accuracy and	letters accurately and with	letters with independence and
Print many upper and lower case	independence.	independence.	accuracy.
letters.			
ELAGSEKL2a			
Capitalize the first word in a sentence			

and the pronoun I.			
ELAGSEKL2b	Consistently and independently	Progressing toward independently	Limited progress
Recognize and name end punctuation.	recognizes and names end punctuation.	recognizing and names end	
	(period, question mark or exclamation	punctuation. (period, question mark	
	point)	or exclamation point)	
ELAGSEKL2c	Consistently and independently writes a	Progressing toward independently	Limited progress
Write a letter or letters for most	letter or letters or most consonant	writing a letter or letters for most	
consonant and short vowel sounds	sounds.	consonant sounds.	
(phonemes).			
ELAGSEKL2d	Consistently and independently spells	Progressing toward independently	Limited progress
Spell simple words phonetically,	simple words phonetically.	spelling simple words phonetically.	
drawing on knowledge of sound-letter			
relationships.			
ELAGSEKSL5	Consistently and independently adds	Progressing toward independently	Limited progress
Add drawings or other visual displays to	drawings or other visual displays to	adding drawings or other visual	
descriptions as desired to provide	descriptions as desired to provide	displays to descriptions as desired	
additional detail.	additional detail.	to provide additional detail. May	
		need support and guidance	

SPEAKING AND LISTENING AND LANGUAGE	3	2	1
COLLABORATION ELAGSEKSL1a,b Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers in small or large groups.	Consistently and independently demonstrates all of the following: • Listens to others and takes turns speaking • Follows agreed upon rules for discussions • Continues a conversation through multiple exchanges.	Progressing toward independently demonstrating all of the following: Listening to others and takes turns speaking Following agreed upon rules for discussions Continuing a conversation through multiple exchanges.	Limited progress
ELAGSEKSL2 Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	Consistently and independently confirms understanding of written texts read aloud or information presented orally through media by asking and answering questions about key details and requesting clarification if something is not understood.	Progressing toward independently confirming understanding of written texts read aloud or information presented orally through media by asking and answering questions about key details and requesting clarification if something is not understood.	Limited progress
ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Consistently and independently asks and answers questions in order to seek help.	Progressing toward independently asks and answers questions in order to seek help.	Limited progress
ELAGSEKSL4 Describe familiar people, places, things and events and with prompting and support provide additional details.			
ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.	Consistently and independently speaks audibly and expresses thoughts, feelings, and ideas clearly.	Progressing toward independently speaking audibly to express thoughts, feelings, and ideas clearly.	Limited progress
ELAGSEKL1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.	Consistently and independently forms regular plural nouns orally by adding /s/ or /es/ when speaking.	Progressing toward independently forming regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.	Limited progress

LANGUAGE	3	2	1
ELAGSEKL1b Use frequently occurring nouns and			
verbs.			
ELAGSEKL1d			
Understand and use question words			
(interrogatives) (e.g., who, what, where,			
when, why, how).			
ELAGSEK1e			
Us the most frequently occurring prepositions (e.g., to, from, in, out, on,			
off, for, of, by, with).			
ELAGSEKL1f			
Produce and expand complete			
sentences in shared language activities. ELAGSEKL4a			
Identify new meanings for familiar			
words and apply them accurately. (e.g.,			
knowing duck as a bird and learning the			
verb duck).			
ELAGSEKL4b			
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, -re-,			
un-, pre-, -ful, -less) and a clue to the			
meaning of an unknown word.			
ELAGSEKL5a			
Sort common objects into categories			
(e.g., shapes, food) to gain a sense of the concepts the categories represent.			
ELAGSEKL5b			
Demonstrate understanding of			
frequently occurring verbs and			
adjectives by relating them to their			
opposites (antonyms).			

ELAGSEKL5c		
Identify real-life connections between		
words and their use (e.g., note places at		
school that are colorful).		
ELAGSEKL5d		
Begin to distinguish shades of meaning		
among verbs describing the same		
general action (e.g., walk, march, strut,		
prance) by acting out the meanings.		
ELAGSEKL6		
Use words and phrases acquired		
through conversations, reading and		
being read to, and responding to texts.		

Quarter 3 I	Kindergarten

	LANGUAGE ARTS			
READING FOUNDATIONAL SKILLS	3	2	1	
PRINT CONCEPTS ELAGSEKRF1a Demonstrate understanding of the organization and basic features of print.	Follows and tracks print with one to one correspondence.	Follows print left to right, top to bottom, and page by page.	Follows print left to right OR top to bottom OR page by page OR not evident.	
ELAGSEKRF1b Recognize that spoken words are represented in written language by specific sequence of letters.	Consistently and independently recognizes that spoken words are represented in written language by a specific sequence of letters.	Progressing toward independently recognizing that spoken words are represented in written language by specific sequence of letters.	Limited progress.	
ELAGSEKRF1c Understand that words are separated by spaces in print.	Consistently and independently understands that words are separated by spaces in print.	Progressing toward independently understanding that words are separated by spaces in print.	Limited progress	
ELAGSEKRF1d Recognize and name all upper and lowercase letters of the alphabet.	Identifies 52 letters	Identifies 40 – 51 letters	Identifies 39 or less letters	
PHONOLOGICAL AWARENESS ELAGSEKRF2a Recognize and produce rhyming words.	Auditory recognition of rhyming and non-rhyming words (10+ words) and produces rhyming words (5+ out of 10).	Auditory recognition of rhyming and non-rhyming words OR inconsistently produces rhyming words.	Limited progress	
ELAGSEKRF2b Count, pronounce, blend, and segment syllables in spoken words.	Consistently and independently counts, pronounces, blends and segments syllables in spoken words.	Progressing toward independently counting, pronouncing, blending and segmenting syllables in spoken words.	Limited progress	
ELAGSEKRF2c Blend, segment onsets and rimes of single-syllable spoken words.	Consistently and independently blends, segments onsets and rimes of single-syllable spoken words.	Progressing toward independently blending, segmenting onsets and rimes of single-syllable spoken words.	Limited progress	
ELAGSEKRF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/ or /x/.	Consistently and independently isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Progressing toward independently isolating and pronouncing the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Limited progress	
ELAGSEKRF2e Add or substitute individual sounds	Consistently and independently adds or substitutes individual sounds	Progressing toward independently adding or substituting sounds	Limited progress	

		T.,	T
(phonemes) in simple, one-syllable	(phonemes) in simple, one-syllable	(phonemes) in simple, one-syllable	
words to make new words.	words to make new words.	words to make new words.	
PHONICS and WORD RECOGNITION	Produces all 23 consonant sounds.	Produces 13 - 22 consonant sounds	Produces 12 or less consonant
ELAGSEKRF3a	(including hard/soft c and g).		sounds.
Demonstrate basic knowledge of one to			
one letter-sound correspondences for			
each consonant.			
ELAGSEKRF3b	Consistently and independently	Progressing toward independently	Limited progress
Demonstrate basic knowledge of long	produces all 5 short vowel sounds.	producing all 5 short vowel sounds.	
and short sounds for the five major			
vowels.			
ELAGSEKRF3c	Consistently and independently	Progressing toward independently	Limited progress
Distinguish between similarly spelled	distinguishes between similarly spelled	distinguishing between similarly	
words by identifying the sounds of the	words by identifying the sounds of the	spelled words by identifying the	
letters that differ.	letters that differ.	sounds of the letters that differ.	
FLUENCY	Reads 50 or more high frequency	Reads 20 - 49 high frequency words	Reads 19 or less high frequency
ELAGSEKRF4	words AND reads independent level C.	AND reads independent level C or	words AND reads independently
Read common high-frequency words by		below.	level C or below.
sight. (e.g., the, of, to, you, she, my, is,			
are, do, does); read emergent-reader			
texts with purpose and understanding.			

READING: INTEGRATION OF KNOWLEDGE AND IDEAS	3	2	1
All Lit	terary and Informational reading standar The following will be asses		
ELAGSEKRL7, ELAGSEKRL9, ELAGSEKRL10 ELAGSEKRL8: Not applicable	Consistently, with prompting and support, demonstrates all of the following: Describe the relationship between illustrations and the story (how illustrations support the text). Compare and contrast the adventures and experiences of characters in familiar stories. Actively engage in group reading activities with purpose and understanding.	Progressing toward, with prompting and support, demonstrating all of the following: Describe the relationship between illustrations and the story (how illustrations support the text). Compare and contrast the adventures and experiences of characters in familiar stories. Actively engage in group reading activities with purpose and understanding.	Limited progress
INFORMATIONAL ELAGSEKRI7, ELAGSEKRI8, ELAGSEKRI9, ELAGSEKRI10 WRITING/LANGUAGE/SPEAKING	Consistently, with prompting and support, demonstrates all of the following: • Describe the relationship between illustrations and the text (how the illustrations support the text). • Identify the reasons an author gives to support points in a text. • identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures) • Actively engage in group reading of informational text with purpose and understanding	Progressing toward, with prompting and support, demonstrating all of the following: Describe the relationship between illustrations and the text (how the illustrations support the text). Identify the reasons an author gives to support points in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures) Actively engage in group reading of informational text with purpose and understanding	Limited progress

AND LISTENING			
TEXT TYPE and PURPOSES	Opinion– Uses a combination of	Opinion - Uses a combination of	Opinion- Uses a combination of
ELAGSEKW1	drawing, dictating, and writing (e.g.	drawing, dictating, and writing (e.g.	drawing, dictating, and writing (e.g.
Use a combination of drawing, dictating,	with more detailed sentences that	simple sentence that includes	initial and/or final consonant
and writing to compose opinion pieces	include grade appropriate high	grade appropriate high frequency	sounds) to compose an opinion
in which they tell a reader the topic or	frequency words and phonetically	words and phonetically spelled	piece in which they tell a reader the
the name of the book they are "writing"	spelled words) to compose an opinion	words) to compose an opinion	topic or the name of the book they
about and state an opinion or	piece in which they tell a reader the	piece in which they tell a reader the	are writing about and state an
preference about the topic or book (e.g.,	topic or the name of the book they are	topic or the name of the book they	opinion or preference about the
My favorite book is).	writing about and state an opinion or	are writing about and state an	topic.
	preference about the topic.	opinion or preference about the	
		topic.	
ELAGSEKW5	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from adults,	support, responds to questions and	and support, responding to	
responds to questions and suggestions	suggestions from peers and add details	questions and suggestions from	
from peers and add details to strengthen	to strengthen writing as needed.	peers and add details to strengthen	
writing as needed.		writing as needed.	
ELAGSEKW6	Consistently, with guidance and	Progressing toward with guidance	Limited progress
With guidance and support from adults,	support, uses a variety of tools to	and support, using a variety of	
use a variety of tools to produce and	produce and publish writing, including	tools to produce and publish	
publish writing, including digital tools in	digital tools in collaboration with peers.	writing, including digital tools in	
collaboration with peers.		collaboration with peers.	
ELAGSEKW7	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support, participate	support, participates in shared	and support, participating in shared	
in shared research and writing projects	research and writing projects	research and writing projects.	
(e.g., explore a number of books by a			
favorite author and express opinions			
about them).			
ELAGSEKW8	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from adults,	support, recall information from	and support, recalling information	
recall information from experiences or	experiences or gather information from	from experiences or gather	
gather information from provided	provided sources to answer a question.	information from provided sources	
sources to answer a question.		to answer a question.	
CONVENTIONS of STANDARD ENGLISH	Prints all upper and lower case letters	Prints most upper and lowercase	Prints a few upper and lower case
ELAGSEKL1a	with consistency, accuracy and	letters accurately and with	letters with independence and
Print many upper and lower case letters.	independence.	independence.	accuracy.

ELACCEVI 2-	Consistently and independently begins	Duagnassing tayyand independently	Limited progress
ELAGSEKL2a	Consistently and independently begins	Progressing toward independently	Limited progress
Capitalize the first word in a sentence	to capitalizes the first word in a	beginning to capitalizes the first	
and the pronoun I.	sentence AND the pronoun I.	word in a sentence OR the pronoun	
		I.	
ELAGSEKL2b	Consistently and independently	Progressing toward independently	Limited progress
Recognize and name end punctuation.	recognizes and names ending	recognizing and naming ending	
	punctuation (period, question mark,	punctuation period, question mark,	
	and exclamation point) AND begins to	and exclamation point) OR begins	
	use it in writing.	to use it in writing.	
ELACCEVA-	-	 	Limited and and
ELAGSEK2c	Consistently and independently writes	Progressing toward independently	Limited progress
Write a letter or letters for most	a letter or letters for most consonant	writing a letter or letters for most	
consonant and short vowel sounds	and short vowel sounds (phonemes).	consonant and short vowel sounds	
(phonemes).		(phonemes).	
ELAGSEKL2d	Consistently and independently spells	Progressing toward independently	Limited progress
Spell simple words phonetically, drawing	simple words phonetically.	spelling simple words phonetically.	
on knowledge of sound-letter			
relationships.			
ELAGSEKSL5	Consistently and independently adds	Progressing toward independently	Limited progress
Add drawing or visual displays to	drawing or visual displays to	adding drawing or visual displays to	
descriptions as desired to provide	descriptions as desired to provide	descriptions as desired to provide	
additional detail.	additional detail.	additional detail.	

SPEAKING AND LISTENING AND	3	2	1
LANGUAGE		_	_
COLLABORATION	Consistently and independently	Progressing toward independently	Limited progress
ELAGSEKSL1a,b	demonstrates all of the following:	demonstrating all of the following:	
Participate in collaborative	Listens to others and takes turns	 Listening to others and takes 	
conversations with diverse partners	speaking	turns speaking	
about kindergarten topics & texts with	 Follows agreed upon rules for 	 Following agreed upon rules for 	
peers in small or large groups.	discussions	discussions	
	Continues a conversation through	 Continuing a conversation 	
	multiple exchanges	through multiple exchanges	
ELAGSEKSL2	Consistently and independently	Progressing toward independently	Limited progress
Confirm understanding of written texts	confirms understanding of written	confirming understanding of	
read aloud or information presented	texts read aloud or information	written texts read aloud or	
orally through media by asking and	presented orally through media by	information presented orally	
answering questions about key details	asking and answering questions about	through media by asking and	
and requesting clarification if something	key details and requesting clarification	answering questions about key	
is not understood.	if something is not understood.	details and requesting clarification	
		if something is not understood.	
ELAGSEKSL3	Consistently and independently asks	Progressing toward independently	Limited progress
Ask and answer questions in order to	and answers questions in order to seek	asking and answering questions in	
seek help, get information, or clarify	help, get information, or clarify	order to seek help, get information	
something that is not understood.	something that is not understood.	to seek help, get information, or	
		clarify something that is not	
		understood.	
ELAGSEKSL4	Consistently and independently	Progress toward independently	Limited progress
Describe familiar people, places, things,	describes familiar people, places,	describing familiar people, places,	
and events and, with prompting and	things, and events and, with prompting	things, and events and, with	
support, provide additional detail.	and support, provide additional detail.	prompting and support, provide	
		additional detail.	
ELAGSEKSL6	Consistently and independently	Progress toward independently	Limited progress
Speak audibly and express thoughts,	speaks audibly and express thoughts,	speaking audibly and express	
feelings and ideas.	feelings and ideas.	thoughts, feelings and ideas.	
ELAGSEKL1c	Consistently and independently forms	Progress toward independently	
Form regular plural nouns orally by	regular plural nouns orally by adding	forms regular plural nouns orally by	
adding /s/ or /es/ (e.g., dog, dogs; wish,	/s/ or /es/ (e.g., dog, dogs; wish,	adding /s/ or /es/ (e.g., dog, dogs;	
wishes) when speaking.	wishes) when speaking.	wish, wishes) when speaking.	
LANGUAGE	1	2	3

ELAGSEKL1b	Consistently and independently uses	Progress toward independently	Limited progress
Use frequently occurring nouns and	frequently occurring nouns and verbs.	using frequently occurring nouns	, 18 th
verbs.	3 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	and verbs.	
ELAGSEKL1d	Consistently and independently	Progress toward independently	Limited progress
Understand and use question words	understanding and using question	understanding and using question	
(interrogatives) (e.g., who, what, where,	words (interrogatives) (e.g., who, what,	words (interrogatives) (e.g., who,	
when, why, how).	where, when, why, how).	what, where, when, why, how).	
ELAGSEL1e			
Use the most frequently occurring			
prepositions (e.g., to, from, in, out, on,			
off, for, of, by, with).			
ELAGSEKL1f	Consistently and independently	Progress toward independently	Limited progress
Produce and expand complete sentences	produces and expands complete	producing and expanding complete	
in shared language activities.	sentences in shared language activities.	sentences in shared language	
		activities.	
ELAGSEKL4a	Consistently and independently	Progress toward independently	Limited progress
Identify new meanings for familiar	identifies new meanings for familiar	identifying new meanings for	
words and apply them accurately. (e.g.,	words and apply them accurately.	familiar words and apply them	
knowing duck as a bird and learning the		accurately.	
verb duck).			
ELAGSEKL4b			
Use the most frequently occurring			
inflections and affixes (e.g., -ed, -s, -re,			
un-, pre-, -ful, -less) as a clue to the			
meaning of an unknown word.			
ELAGSEL5a	Consistently and independently sorts	Progress toward independently	Limited progress
Sort common objects into categories	common objects into categories (e.g.,	sorting common objects into	
(e.g., shapes, food) to gain a sense of the	shapes, food) to gain a sense of the	categories (e.g., shapes, food) to	
concepts the categories represent.	concepts the categories represent.	gain a sense of the concepts the	
		categories represent.	
ELAGSEKL5b	Consistently and independently	Progress toward independently	Limited progress
Demonstrate understanding of	demonstrate understanding of	demonstrating understanding of	
frequently occurring verbs and	frequently occurring verbs and	frequently occurring verbs and	
adjectives by relating them to their	adjectives by relating them to their	adjectives by relating them to their	
opposites (antonyms).	opposites (antonyms).	opposites (antonyms).	
ELAGSEKL5c	Consistently and independently	Progress toward independently	Limited progress
Identify real-life connections between	identifies real-life connections between	identifying real-life connections	
words and their use (e.g., note places at	words and their use	between words and their use	

school that are colorful).			
ELAGSEKL5d			
Begin to distinguish shades of meaning			
among verbs describing the same			
general action (e.g., walk, march, strut,			
prance) by acting out the meanings.			
ELAGSEKL6	Consistently and independently uses	Progress toward independently	Limited progress
Use words and phrases acquired through	words and phrases acquired through	using words and phrases acquired	
conversations, reading and writing and	conversations, reading and writing and	through conversations, reading and	
being read to, and responding to texts.	being read to, and responding to texts.	writing and being read to, and	
		responding to texts	

Quarter 4 Kindergarten				
LANGUAGE ARTS				
READING FOUNDATIONAL SKILLS	3	2	1	
PRINT CONCEPTS ELAGSEKRF1a Demonstrate understanding of the organization and basic features of print.	Follows and tracks print with one to one correspondence.	Follows print left to right, top to bottom, and page by page.	Follows print left to right, OR top to bottom OR page by page OR not evident.	
ELAGSEKRF1b Recognize that spoken words are represented in written language by specific sequence of letters.	Consistently and independently recognizes that spoken words are represented in written language by a specific sequence of letters.	Progressing toward independently recognizing that spoken words are represented in written language by specific sequence of letters.	Limited progress.	
ELAGSEKRF1c Understand that words are separated by print.	Consistently and independently understands that words are separated by spaces in print.	Progressing toward independently understanding that words are separated by spaces in print.	Limited progress	
ELAGSEKRF1d Recognize and name all upper and lowercase letters of the alphabet.	Identifies 52 letters	Identifies 40 – 51 letters	Identifies 39 or less letters	
PHONOLOGICAL AWARENESS ELAGSEKRF2a Recognize and produce rhyming words.	Auditory recognition of rhyming and non- rhyming words (10+ words) and produces rhyming words (10+ words).	Progressing toward auditory recognition of rhyming and non-rhyming words OR progressing toward producing rhyming words.	Limited progress	
ELAGSEKRF2b Count, pronounce, blend, and segment syllables in spoken words.	Consistently and independently counts, pronounces, blends and segments syllables in spoken words.	Progressing toward independently counting, pronouncing, blending and segmenting syllables in spoken words.	Limited progress	
ELAGSEKRF2c Blend and segment onsets and rimes of single-syllable spoken words.	Consistently and independently blends, segments onsets and rimes of single-syllable spoken words.	Progressing toward independently blending, segmenting onsets and rimes of single-syllable spoken words.	Limited progress	
ELAGSEKRF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /I/, /r/ or /x/.	Consistently and independently isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Progressing toward independently isolating and pronouncing the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Limited progress	
ELAGSEKRF2e Add or substitute individual sounds (phonemes) in simple, one-syllable	Consistently and independently adds or substitutes individual sounds (phonemes) in simple, one-syllable	Progressing toward independently adding or substituting individual sounds (phonemes) in simple, one-	Limited progress	

words to make new words.	words to make new words.	syllable words to make new words.	
PHONICS and WORD RECOGNITION	Consistently produces all 23 consonant	Produces 18 - 22 consonant sounds	Produces 17 or less consonant
ELAGSEKRF3a	sounds. (including hard/soft c and g).		sounds.
Demonstrate basic knowledge of one			
to one letter-sound correspondence for			
each consonant.			
ELAGSEKRF3b	Consistently produces all short AND	Progressing toward independently	Limited progress
Demonstrate basic knowledge of long	long vowel sounds.	producing all short and long vowel	
and short sounds for the five major		sounds.	
vowels.			
ELAGSEKRF3c	Consistently and independently	Progressing toward independently	Limited progress
Distinguish between similarly spelled	distinguishes between similarly spelled	distinguishing between similarly	
words by identifying the sounds of the	words by identifying the sounds of the	spelled words by identifying the	
letters that differ.	letters that differ.	sounds of the letters that differ.	
FLUENCY	Reads 75 or more high frequency words	Reads high frequency words (29-74)	Reads 29 or less high frequency
ELAGSEKRF4	AND reads independent level D.	AND reads independent level D or	words AND reads independent D or
Read common high-frequency words		below.	and below.
by sight. (e.g., the, of, to, you, she, my,			
is, are, do, does); read emergent –			
reader texts with purpose and			
understanding.			

READING	3	2	1	
All	All Literary and Informational reading standards should be taught each nine weeks. The following will be assessed and reported.			
ELAGSEKRL3, ELAGSEKRL6, ELAGSEKRL9, ELAGSEKRL10	 Consistently, with prompting and support, demonstrates all of the following: Identify characters, settings, and major events in a story. Name the author and illustrator of a story and define the role of each in telling the story. Compare and contrast the adventures and experiences of characters in familiar stories. Actively engages in group reading activities with purpose and understanding. 	 Progressing toward, with prompting and support, demonstrating all of the following: Identify characters, settings, and major events in a story. Name the author and illustrator of a story and define the role of each in telling the story. Compare and contrast the adventures and experiences of characters in familiar stories. Actively engages in group reading activities with purpose and understanding. 	Limited progress	
INFORMATIONAL ELAGSEKRI3, ELAGSEKRI6, ELAGSEKRI9, ELAGSEKRI10	Consistently, with prompting and support, demonstrates all of the following: Describe the connection between two individuals, events, ideas, or pieces of information in a text. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures) Actively engage in group reading of informational text with purpose and understanding.	Progressing toward, with prompting and support, demonstrating all of the following: • Describe the connection between two individuals, events, ideas, or pieces of information in a text. • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures) • Actively engage in group reading of informational text with purpose and understanding.	Limited progress	

WRITING/LANGUAGE/SPEAKING AND LISTENING	3	2	1
TEXT TYPE and PURPOSES	Uses a combination of drawing dictating	Uses a combination of drawing	Uses a combination of drawing
ELAGSEKW1 Opinion	and writing (e.g., with more detailed	dictating and writing (e.g., simple	dictating and writing (e.g., initial and
ELAGSEKW2 Informational	sentences that include grade	sentence that includes grade	final consonant sounds and some
ELAGSEKW3 Narrative	appropriate high frequency words and	appropriate high frequency words	grade appropriate high frequency
	phonetically spelled words) to compose	and phonetically spelled word)s to	words) to compose the following:
	the following:	compose the following:	Opinion:
	Opinion:	Opinion:	 Informational
	 Informational 	 Informational 	 Narrative
	 Narrative 	 Narrative 	
ELAGSEKW5	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from	support, responds to questions and	and support, responding to	
adults, respond to questions and	suggestions from peers and add details	questions and suggestions from	
suggestions from peers and add details	to strengthen writing as needed.	peers and add details to strengthen	
to strengthen writing as needed.		writing as needed.	
ELAGSEKW6	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from	support, uses a variety of tools to	and support, using a variety of tools	
adults, use a variety of tools to	produce and publish writing, including	to produce and publish writing,	
produce and publish writing, including	digital tools in collaboration with peers.	including digital tools in	
digital tools in collaboration with		collaboration with peers.	
peers.			
ELAGSEKW7	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support, participate	support, participates in shared research	and support, participating in shared	
in shared research and writing projects	and writing projects	research and writing projects.	
(e.g. explore a number of books by a			
favorite author and express opinions			
about them).			
ELAGSEKW8	Consistently, with guidance and	Progressing toward, with guidance	Limited progress
With guidance and support from	support, recalls information from	and support, recalling information	
adults, recall information from experiences or gather information	experiences or gather information from	from experiences or gather information from provided sources	
from provided sources to answer a	provided sources to answer a question.	to answer a question.	
question.		to answer a question.	
CONVENTIONS of STANDARD ENGLISH	Prints all upper and lower case letters	Prints most upper and lowercase	Prints a few upper and lower case
ELAGSEKL1a	with consistency, accuracy and	letters accurately and with	letters with independence and
Print many upper and lower case letters.	independence.	independence.	accuracy.
,			

ELAGSEKL2a	Consistently and independently	Progressing toward independently	Limited progress
Capitalize the first word in a sentence	capitalizes the first word in a sentence	capitalizing the first word in a	
and the pronoun I.	and the pronoun I.	sentence and the pronoun I.	
ELAGSEKL2b	Consistently and independently	Progressing toward independently	Limited progress
Recognize and name end punctuation.	recognizes, names, AND uses end	recognizing, naming, and using end	
	punctuation in writing.(periods,	punctuation in writing. (periods,	
	question marks, exclamation points)	question marks, exclamation points)	
ELAGSEKL2c	Consistently and independently writes a	Progressing toward independently	Limited progress
Write a letter or letters for most	letter or letters for most consonant and	writing a letter or letters for most	
consonant and short vowel sounds	short vowel sounds (phonemes).	consonant and short vowel sounds	
(phonemes).		(phonemes).	
ELAGSEKL2d	Consistently and independently spells	Progressing toward independently	Limited progress
Spell simple words phonetically,	simple words phonetically.	spelling simple words phonetically.	
drawing on knowledge of sound-letter			
relationships.			
ELAGSEKSL5	Consistently and independently adds	Progressing toward independently	Limited progress
Add drawings or other visual displays	drawing or visual displays to	adding drawing or visual displays to	
to descriptions as desired to provide	descriptions as desired to provide	descriptions as desired to provide	
additional detail.	additional detail.	additional detail.	

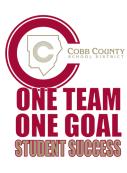
SPEAKING AND LISTENING AND LANGUAGE	3	2	1
COLLABORATION ELAGSEKSL1a,b Participate in collaborative conversations with diverse partners about kindergarten topics & texts with peers in small or large groups. ELAGSEKSL2	Consistently and independently demonstrates all of the following: • Listens to others and takes turns speaking. • Follows agreed upon rules for discussions. • Continues a conversation through multiple exchanges. Consistently and independently	Progressing toward independently demonstrating all of the following: Listening to others and takes turns speaking. Following agreed upon rules for discussions. Continuing a conversation through multiple exchanges. Progressing toward independently	Limited progress Limited progress
Confirm understanding of written texts read aloud or information presented orally through media by asking and answering questions about key details and requesting clarification if something is not understood.	confirms understanding of written texts read aloud or information presented orally through media by asking and answering questions about key details and requesting clarification if something is not understood.	confirming understanding of written texts read aloud or information presented orally through media by asking and answering questions about key details and requesting clarification if something is not understood.	
ELAGSEKSL3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Consistently asks and answers questions in order to seek help, get information, or clarify something that is not understood.	Progressing toward independently asking and answering questions in order to seek help, get information to seek help, get information, or clarify something that is not understood.	Limited progress
ELAGSEKSL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Consistently and independently describes familiar people, places, things, and events and, with prompting and support, provide additional detail.	Progress toward independently describing familiar people, places, things, and events and, with prompting and support, provide additional detail.	Limited progress
ELAGSEKSL6 Speak audibly and express thoughts, feelings, and ideas clearly.	Consistently and independently speaks audibly and expresses thoughts, feelings, and ideas clearly.	Progressing toward independently speaking audibly and expressing thoughts, feelings, and ideas clearly.	Limited progress
ELAGSEKL1c Form regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes) when speaking.	Consistently and independently forms regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes) when speaking.	Progressing toward independently forming regular plural nouns orally by adding /s/ or/es/ (e.g., dog, dogs; wish, wishes) when speaking.	Limited progress
LANGUAGE	3	2	1

ELAGSEKL1b	Consistently and independently uses	Progress toward independently	Limited progress
Use frequently occurring nouns and	frequently occurring nouns and verbs.	using frequently occurring nouns	
verbs.		and verbs.	
ELAGSEKL1d	Consistently and independently	Progress toward independently	Limited progress
Understand and use question words	understanding and using question	understanding and using question	
(interrogatives) (e.g., who, what,	words (interrogatives) (e.g., who, what,	words (interrogatives) (e.g., who,	
where, when, why, how).	where, when, why, how).	what, where, when, why, how).	
ELAGSEL1e	Consistently and independently uses	Progress toward independently	Limited progress
Use the most frequently occurring	frequently prepositions.	using frequently occurring	
prepositions (e.g., to, from, in, out, on,		prepositions.	
off, for, of, by, with).			
ELAGSEKL1f	Consistently and independently	Progress toward independently	Limited progress
Produce and expand complete	produces and expands complete	producing and expanding complete	
sentences in shared language activities.	sentences in shared language activities.	sentences in shared language	
		activities.	
ELAGSEKL4a	Consistently and independently	Progress toward independently	Limited progress
Identify new meanings for familiar	identifies new meanings for familiar	identifying new meanings for	
words and apply them accurately. (e.g.,	words and apply them accurately.	familiar words and apply them	
knowing duck as a bird and learning		accurately.	
the verb duck).			
ELAGSEKL4b	Consistently and independently uses	Progress toward independently	Limited progress
Use the most frequently occurring	the most frequently occurring	using the most frequently occurring	
inflections and affixes (e.g., -ed, -s, -re,	inflections and affixes (e.g., -ed, -s, -re,	inflections and affixes (e.g., -ed, -s, -	
un-, pre-, -ful, -less) as a clue to the	un-, pre-, -ful, -less) as a clue to the	re, un-, pre-, -ful, -less) as a clue to	
meaning of an unknown word.	meaning of an unknown word	the meaning of an unknown word.	
ELAGSEL5a	Consistently and independently sorts	Progress toward independently	Limited progress
Sort common objects into categories	common objects into categories (e.g.,	sorting common objects into	
(e.g., shapes, food) to gain a sense of	shapes, food) to gain a sense of the	categories (e.g., shapes, food) to	
the concepts the categories represent.	concepts the categories represent.	gain a sense of the concepts the	
		categories represent.	
ELAGSEKL5b	Consistently and independently	Progress toward independently	Limited progress
Demonstrate understanding of	demonstrate understanding of	demonstrating understanding of	
frequently occurring verbs and	frequently occurring verbs and	frequently occurring verbs and	
adjectives by relating them to their	adjectives by relating them to their	adjectives by relating them to their	
opposites (antonyms).	opposites (antonyms).	opposites (antonyms).	
ELAGSEKL5c	Consistently and independently	Progress toward independently	Limited progress
Identify real-life connections between	identifies real-life connections between	identifying real-life connections	
words and their use (e.g., note places	words and their use.	between words and their use.	

at school that are colorful).			
ELAGSEKL5d Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Consistently and independently begins to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Progress toward independently beginning to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out	Limited progress
		the meanings.	
ELAGSEKL6	Consistently and independently uses	Progress toward independently	Limited progress
Use words and phrases acquired	words and phrases acquired through	using words and phrases acquired	
through conversations, reading and	conversations, reading and writing and	through conversations, reading and	
writing and being read to, and	being read to, and responding to texts.	writing and being read to, and	
responding to texts.		responding to texts	



MATHEMATICS



KINDERGARTEN

MATHEMATICS - Quarter 1			
NUMBERS & ALGEBRAIC THINKING	3	2	1
Know number names and the count sequence MGSEK.CC.1, 2	Consistently and independently demonstrates all of the following: Counts to 50 by ones. Counting forward within a known sequence.	Progressing towards demonstrating the following:	Limiting progress demonstrating the following: Counts to 50 by ones. Counting forward within a known sequence.
Count to tell the number of objects MGSEK.CC 4 a, b, c. MGSEK.CC 5 a, b, c.	Consistently and independently counts as many as 10 objects saying the number names in the standard order, AND pairs each object with one and only one number name.	Progressing towards demonstrating counting as many as 10 objects saying the number names in the standard order, OR pairing each object with one and only one number name.	Limiting progress demonstrating understanding of one-to-one correspondence.
Compare numbers MGSEK.CC.6, 7		,	
Represent addition and subtraction MGSEK.OA.1, 3			
Solve addition and subtraction word problems MGSEK.OA.2			
GEOMETRY	3	2	1
Identify and describe shapes MGSEK.G.1, 2, 3	Consistently and independently correctly names 2-D shapes (squares, circles, triangles, rectangles, hexagons) regardless of their orientations or overall size.	Progressing towards demonstrating naming 2-D shapes (squares, circles, triangles, rectangles, hexagons).	Limiting progress demonstrating understanding of shapes.
Analyze, compare, create, compose and classify shapes MGSEK.G.4, 5, 6	Consistently and independently analyzes and compares 2-D shapes in different sizes and orientations using informal language to describe their similarities, differences, parts and other attributes.	Progressing towards demonstrating analysis of or comparing 2-D shapes in different sizes OR orientations using informal language to describe their similarities, differences, parts and other attributes.	Limiting progress demonstrating understanding of analyzing and comparing shapes.

MEASUREMENT	3	3	1
Describe and compare measureable attributes MGSEK.MD.1, 2			
Classify objects and count the number of objects in each category MGSEK.MD.3	Consistently and independently classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.	Progressing towards demonstrating classifying objects into given categories; counting the numbers of objects in each category and sort the categories by count.	Limiting progress demonstrating understanding of classifying objects into given categories; counting the numbers of objects in each category and sort the categories by count.

	MATHEMATICS –	MATHEMATICS – Quarter 2			
NUMBERS & ALGEBRAIC THINKING	3	2	1		
Know number names and the count	Consistently and independently counts	Progressing towards demonstrating	Limiting progress demonstrating		
sequence MGSEK.CC.1, 2	to 100 by ones.	counting numbers consecutively to	understanding of the count		
		100 by ones.	sequence.		
Count to tell the number of objects	Consistently and independently counts	Progressing towards demonstrating	Limiting progress demonstrating		
MGSEK.CC.4, 5 a, b, c. (scattered	as many as 20 objects arranged in a line	counting as many as 20 objects	understanding of one-to-one		
arrangements added)	AND a rectangular array, and pairs each	arranged in a line OR a rectangular	correspondence.		
	object with the correct number name.	array, and pairing each object with the correct number name.			
Compare numbers	Consistently and independently	Progressing towards demonstrating	Limiting progress demonstrating		
MGSEK.CC.6 (objects), 7	compares two sets of up to 10 objects	comparing two sets of up to 10	understanding of comparing sets of		
	and identifies whether the number of	objects each and determines if the	objects.		
	objects in one set is greater than or	sets are equal.			
	equal to the other set.				
Represent addition and subtraction					
MGSEK.OA.1, 3					
Solve addition and subtraction word					
problems					
MGSEK.OA.2					
GEOMETRY	3	2	1		
Identify and describe shapes					
MGSEK.G.1, 2, 3					
Analyze, compare, create, compose and					
classify shapes					
MGSEK.G.4, 5, 6					
MEASUREMENT	3	3	1		
Describe and compare measureable	Consistently and independently	Progressing towards describing	Limiting progress describing several		
attributes MGSEK.MD.1, 2	describes several attributes of an	several attributes of an object,	attributes of an object, such as		
	object, such as length or weight;	such as length and weight; directly	length and weight; directly		
	directly compare two objects with a	comparing two objects with a	comparing two objects with a		
	measureable attribute in common, to	measureable attribute in common,	measureable attribute in common,		

	see which object has "more of"/"less of" the attribute, and describe the difference	to see which object has "more of"/"less of" the attribute, and describe the difference	to see which object has "more of"/"less of" the attribute, and describe the difference
Classify objects and count the number of objects in each category MGSEK.MD.3	Consistently and independently classifies objects into given categories; count the numbers of objects in each category and sort the categories by	Progressing towards demonstrating classifying objects into given categories; counting the numbers of objects in each category and sort	Limited progress demonstrating understanding of classifying objects into given categories; counting the numbers of objects in each category
	count.	the categories by count.	and sort the categories by count.

	MATHEMATICS – Quarter 3			
NUMBERS & ALGEBRAIC THINKING	3	2	1	
Know number names and the count sequence MGSEK.CC.1	Consistently and independently counts to 100 by ones and tens.	Progressing towards demonstrating counting numbers consecutively to 100 by ones and tens.	Limiting progress demonstrating understanding of the count sequence.	
Count to tell the number of objects MGSEK.CC.4, 5				
Compare numbers MGSEK.CC.6, 7 (objects and numerals)	Consistently and independently compares two sets of up to 10 objects and identifies whether the number of objects in one set is greater than, less than, or equal to the other set.	Progressing towards demonstrating comparing two sets of up to 10 objects each and determining if one set is greater than, or equal to the other set.	Limiting progress demonstrating understanding of comparing sets.	
Represent addition and subtraction MGSEK.OA.1, 3	Consistently and independently represents addition AND subtraction within 10 with objects, fingers, drawings, sounds, acting out situations, or verbal explanations.	Progressing towards demonstrating adding OR subtracting within 10 with objects, fingers, drawings, sounds, acting out situations, or verbal explanations.	Limiting progress demonstrating understanding of addition and subtraction.	
Solve addition and subtraction word problems MGSEK.OA.2	Consistently and independently solves addition AND subtraction word problems within 10 by using objects or drawings.	Progressing towards demonstrating solving addition OR subtracting word problems within 10 by using objects or drawings.	Limiting progress demonstrating understanding of addition and subtraction with word problems.	
GEOMETRY	3	2	1	
Identify and describe shapes MGSEK.G.1, 2, 3				
Analyze, compare, create, compose and classify shapes MGSEK.G.4, 5, 6				
MEASUREMENT	3	3	1	
Describe and compare measureable attributes MGSEK.MD.1, 2				

altitude to the section of ACCEV AAD 2	
objects in each category MGSEK.MD.3	

	MATHEMATICS – Quar	ter 4	
NUMBERS & ALGEBRAIC THINKING	3	2	1
Know number names and the count sequence MGSEK.CC.1, 2	Consistently and independently counts forward beginning from a given number within the known sequence (instead of having to begin at 1).	Progressing towards counting forward beginning from 1.	Limiting progress demonstrating understanding of the count sequence.
Count to tell the number of objects in a set MGSEK.CC.4, 5	Consistently and independently counts as many as 10 objects in a scattered configuration AND given a number from 1 to 20, counts out that many objects.	Progressing towards counting as many as 10 objects in a scattered configuration OR given a number from 1 to 20, counts out that many objects.	Limiting progress demonstrating understanding of one-to-one correspondence.
Compare numbers MGSEK.CC.6, 7	Consistently and independently compares two numbers between 1 and 10 presented as written numerals.	Progressing towards comparing two sets of up to 10 objects each and identifies whether the number of objects in one set is greater than, less than, or equal to the other set.	Limiting progress demonstrating understanding of comparing sets or numbers.
Represent addition and subtraction MGSEK.OA.1, 3	Consistently and independently represents addition AND subtraction within 10 with objects, fingers, drawings, sounds, acting out situations, or verbal explanations.	Progressing towards representing addition OR subtraction within 10 with objects, fingers, drawings, sounds, acting out situations, or verbal explanations.	Limiting progress demonstrating understanding of addition and subtraction.
Solve addition and subtraction word problems MGSEK.OA.2	Consistently and independently solves addition AND subtraction word problems within 10 by using objects or drawings.	Progressing towards solving addition OR subtraction word problems within 10 by using objects or drawings.	Limiting progress demonstrating understanding of addition and subtraction with word problems.
GEOMETRY	3	2	1
Identify and describe shapes MGSEK.G.1, 2, 3	Consistently and independently describes objects in the environment using names of shapes, and describes the relative positions of these objects using terms such as; above, below, beside, in front of, behind, next to.	Progressing towards describing the relative positions of objects in the environment using terms such as above, below, beside, in front of, behind, next to.	Limiting progress demonstrating understanding of relative positions of objects.

Analyze, compare, create, compose and classify shapes MGSEK.G.4, 5, 6	Consistently and independently demonstrates all of the following: • Analyzes OR compares 2-D and 3-D shapes in different sizes OR orientations using informal language to describe their similarities, differences, parts and other attributes.	Progressing towards the following: • Analyzes OR compares 2-D and 3-D shapes in different sizes OR orientations using informal language to describe their similarities, differences, parts and other attributes.	Limiting progress demonstrating understanding of the following: • Analyzes OR compares 2-D and 3-D shapes in different sizes OR orientations using informal language to describe their similarities, differences, parts and
NACACLIDENACNIT	2	2	other attributes.
MEASUREMENT	3	3	1
Describe and compare measureable attributes	Consistently and independently	Progressing towards describing	Limiting progress describing
MGSEK.MD.1, 2	describes several attributes of an	several attributes of an object,	several attributes of an object,
	object, such as length or weight;	such as length and weight; directly	such as length and weight;
	directly compare two objects with a	comparing two objects with a	directly comparing two objects
	measureable attribute in common,	measureable attribute in	with a measureable attribute in
	to see which object has "more	common, to see which object has	common, to see which object
	of"/"less of" the attribute, and	"more of"/"less of" the attribute,	has "more of"/"less of" the
	describe the difference	and describe the difference	attribute, and describe the
			difference
Classify objects and count the number of objects	Consistently and independently	Progressing towards	Limited progress
in each category MGSEK.MD.3	classifies objects into given	demonstrating classifying objects	demonstrating understanding
	categories; count the numbers of	into given categories; counting the	of classifying objects into given
	objects in each category and sort	numbers of objects in each	categories; counting the
	the categories by count.	category and sort the categories	numbers of objects in each
		by count.	category and sort the
			categories by count.



SOCIAL STUDIES



Quarter 1 Kindergarten Rubric					
	SOCIAL STUDIES				
	3	2	1		
Identifies and describes our national holidays SSKH1	Independently identifies and describes Labor Day	Identifies or describes Labor Day with teacher assistance	Does not identify or describe Labor Day		
Identifies and explains our national symbols SSKH2	Independently identifies and explains the Pledge of Allegiance, U.S. flag, & GA flag	Identifies or explains the Pledge of Allegiance , U.S. flag or GA flag with teacher assistance	Does not identify or explain the Pledge of Allegiance, U.S. flag, or GA flag		
Explains maps & globes SSKG2. a, b					
States geographic location SSKG3					
Explains how money is used to purchase goods and services SSKE3					

Quarter 2 Kindergarten Rubric			
	SOCIAL STUDIE	S	
	3	2	1
Identifies and describes our national holidays SSKH1	Independently identifies and describes Columbus Day, Veterans Day & Thanksgiving	Identifies or describes Columbus Day, Veterans Day or Thanksgiving with teacher assistance	Does not identify or describe Columbus Day, Veterans Day or Thanksgiving
Identifies and explains our national symbols SSKH2	Independently identifies and explains the bald eagle & the Statue of Liberty	Identifies or explains the bald eagle or the Statue of Liberty with teacher assistance	Does not identify or explain the bald eagle or the Statue of Liberty
Explains maps & globes SSKG2.a, b			
States geographic location SSKG3			
Explains how money is used to purchase goods and services SSKE3			

Quarter 3 Kindergarten Rubric					
	SOCIAL STUDIES				
	3	2	1		
Identifies and describes our national holidays SSKH1	Independently identifies and describes Martin Luther King, Jr. Day & Presidents' Day	Identifies and describes Martin Luther King, Jr. Day or Presidents' Day with teacher assistance	Does not identify or describe Martin Luther King, Jr. Day or Presidents' Day		
Identifies and explains our national symbols SSKH2	Independently identifies and explains the national monuments	Identifies or explains the national monuments with teacher assistance	Does not identify or explain the national monuments		
Explains maps & globes SSKG2.a, b					
States geographic location SSKG3	States 4 or more of the following: street address city, county, state, nation & continent	States 2-3 of the following: street address, city, county, state, nation, or continent	States 0-1 of the following: street address, city, county, state, nation, or continent		
Explains how money is used to purchase goods and services SSKE3					

Quarter 4 Kindergarten Rubric				
SOCIAL STUDIES				
	3	2	1	
Identifies and describes our national holidays SSKH1	Independently identifies and describes Memorial Day, Flag Day, and Independence Day	Identifies or describes Memorial Day, Flag Day, or Independence Day with teacher assistance	Does not identify or describe Memorial Day, Flag Day, or Independence Day	
Identifies and explains our national symbols SSKH2	Identifies and explains the White House & the Star Spangled Banner	Identifies or explains the White House & the Star Spangled Banner with teacher assistance	Does not identify or explain the White House or Star Spangled Banner	
Explains maps & globes SSKG2.a, b	Differentiates land and water on maps and globes AND explains that maps and globes are views from above	Differentiates land and water on maps and globes with teacher assistance OR explains that maps and globes are views from above with teacher assistance	Identifies maps and globes only	
States geographic location SSKG3	States all of the following: street address, city, county, state, nation, and continent	States 4 – 5 of the following: street address, city, county, state, nation, or continent	States 0 – 3 of the following: street address, city, county, state, nation, or continent	
Explains how money is used to purchase goods and services SSKE3	Student explains how money is used to purchase goods and services	Student distinguishes goods from services with teacher assistance	Student does not distinguish or does not explain how money is used to purchase goods and services.	



SCIENCE



Quarter 1 Kindergarten Rubric				
	SCIENCE			
3 2 1				
Investigates Earth, Life, and Physical Science concepts SKL1.b; SKL2.a	Explains (verbalizes, draws, or writes) two or more similarities AND differences in animals using observable features	Explains one similarity or one difference in animals using observable features	Does not explain similarities or differences in animals by observable features	
Applies and identifies scientific knowledge SKL2.d	Matches pictures of parents and offspring (e.g., dog/puppy, cat/kitten, cow/calf, duck/duckling, etc.) and explains his/her reasoning	Matches pictures of parents and offspring but does not provide an explanation	Does not match pictures of animal parents to pictures of their offspring	

Quarter 2 Kindergarten Rubric					
	SCIENCE				
	3 2 1				
Investigates Earth, Life, and Physical Science concepts SKL1.b; SKL2.a	Describes changes from day to night and as day turns into night (sunset) and night into day (sunrise)		Does not describe changes in the day or night sky		
Applies and identifies scientific knowledge SKL2.d	Explains why a book does not fall if it is placed on a table AND why it will fall if it is dropped (e.g., "The book hit the table first." Or "The table is holding it up.")	Explains why the book does not fall if is placed on a table but not why the book will fall to the ground if dropped	Does not communicate the effects of gravity		

Quarter 3 Kindergarten Rubric				
	SCIENCE			
3 2 1				
Investigates Earth, Life, and Physical Science concepts SKL1.b; SKL2.a	Sorts materials into categories based on composition (clay, cloth, paper, plastic, etc.) and physical attributes (color, size, shape, weight, texture, buoyancy, flexibility)	Sorts some materials according to their composition and physical attributes, but incorrectly categorizes other objects	Does not sort objects according to composition or physical attributes	
Applies and identifies scientific knowledge SKL2.d	Describes and groups rocks according to their physical attributes (large/small, heavy/ light, smooth/rough, dark/light, etc.)	Describes rocks but does not accurately group rocks according to their physical attributes	Does not describe or group rocks according to their physical attributes	

Quarter 4 Kindergarten Rubric science				
3 2 1				
Investigates Earth, Life, and Physical Science concepts SKL1.b; SKL2.a	Explains (verbalizes, draws, or writes) two or more similarities AND differences in plants using observable features	Explains one similarity or one difference in plants using observable features	Does not explain similarities or differences in plants by observable features	
Applies and identifies scientific knowledge SKL2.d	Recognizes the difference between living organisms and non-living matter	Differentiates between some living organisms and non-living materials but not others	Does not recognize the difference between living organisms and non-living materials (e.g., may think all moving things are alive)	



Health & PE



Quarter 1 Kindergarten Rubric				
HEALTH				
	3	2	1	
Comprehends concepts related to health promotion and disease prevention	Compares and contrasts the various emotions and how to appropriately express them	Identifies the causes of conflict and its effect on other people	Demonstrates limited knowledge of conflict and its causes	

Quarter 2 Kindergarten Rubric					
HEALTH					
	3 2 1				
Comprehends concepts related to health promotion and how to keep them healthy Compares and contrasts the five senses and how to keep them healthy Compares and contrasts the five senses and how to keep them healthy					

Quarter 3 Kindergarten Rubric				
HEALTH				
3 2 1				
Comprehends concepts related to health promotion and disease prevention	Compares and contrasts various ways to prevent the spread of germs	Identifies how germs are kept from being spread	Demonstrates limited understanding of germs and how they are spread to others	

Quarter 4 Kindergarten Rubric			
HEALTH			
	3	2	1
Comprehends concepts related to health promotion and disease prevention	Compares and contrasts accident prevention strategies in the home, at school, and in aquatic environments	Identifies accident prevention strategies in the home, at school, and in aquatic environments	Demonstrates limited knowledge of personal safety rules and practices in the home, at school, and in aquatic environments

Quarter 1 Kindergarten Rubric			
PE			
	3	2	1
Demonstrates motor skills and movement patterns PEK.1	Demonstrates the ability to safely utilize personal and general space in movement sequences or game situations.	Demonstrates the ability to safely utilize personal or general space in practice settings.	Demonstrates limited ability to safely utilize personal and general space

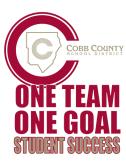
Quarter 2 Kindergarten Rubric				
PE				
3 2 1				
Demonstrates motor skills and movement patterns PEK.1	Demonstrates locomotor skills in movement sequences or game situations.	Demonstrates developing locomotor skills in isolation.	Demonstrates limited knowledge or ability of basic locomotor skills.	

Quarter 3 Kindergarten Rubric				
PE				
3 2 1				
Demonstrates motor skills and movement patterns PEK.1	Demonstrates manipulative skills in movement sequences or game situations.	Demonstrates manipulative skills in isolation.	Demonstrates limited knowledge or ability of basic manipulative skills.	

Quarter 4 Kindergarten Rubric				
PE				
3 2 1				
Demonstrates motor skills and movement patterns PEK.1	Demonstrates manipulative skills in movement sequences or game situations.	Demonstrates manipulative skills in isolation.	Demonstrates limited knowledge or ability of basic manipulative skills.	



ART



Quarter 1 Kindergarten Rubric			
	ART		
	3	2	1
Creates art with different subjects and themes using the elements of art VAKPR.1 a-c, VAKPR.2 a-j VAKPR.3 a-f, VAKPR.4 a-b	Consistently identifies and explores select art elements and media	Inconsistently identifies and explores select art elements and media	Rarely identifies and explores select art elements and media
Uses art vocabulary to describe own art and reproductions VAKAR.1 a-p, VAKMC.2 a-d	Acquires and uses appropriate art vocabulary	Frequently relies on prompts to use appropriate art vocabulary	Rarely uses appropriate art vocabulary

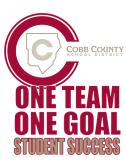
Quarter 2 Kindergarten Rubric			
	ART		
	3	2	1
Creates art with different subjects and themes using the elements of art VAKPR.1 a-c, VAKPR.2 a-j VAKPR.3 a-f, VAKPR.4 a-b	Consistently identifies and explores select art elements and media	Inconsistently identifies and explores select art elements and media	Rarely identifies and explores select art elements and media
Uses art vocabulary to describe own art and reproductions VAKAR.1 a-p, VAKMC.2 a-d	Acquires and uses appropriate art vocabulary	Frequently relies on prompts to use appropriate art vocabulary	Rarely uses appropriate art vocabulary

Quarter 3 Kindergarten Rubric				
	ART			
	3 2 1			
Creates art with different subjects and themes using the elements of art VAKPR.1 a-c, VAKPR.2 a-j VAKPR.3 a-f, VAKPR.4 a-b	Produces art with various subjects and themes using the elements	Inconsistently produces art with various subjects and themes using the elements	Rarely produces art with various subjects and themes using the elements	
Uses art vocabulary to describe own art and reproductions VAKAR.1 a-p, VAKMC.2 a-d	Uses art vocabulary to describe own art and reproductions	Frequently relies on prompts when using art vocabulary to describe own art and reproductions	Rarely uses art vocabulary to describe own art and reproductions	

Quarter 4 Kindergarten Rubric				
	ART			
3 2 1				
Creates art with different subjects and themes using the elements of art VAKPR.1 a-c, VAKPR.2 a-j VAKPR.3 a-f, VAKPR.4 a-b	Produces art with different subjects and themes using the elements	Inconsistently produces art with different subjects and themes using the elements	Rarely produces art with different subjects and themes using the elements	
Uses art vocabulary to describe own art and reproductions VAKAR.1 a-p, VAKMC.2 a-d	Uses art vocabulary to describe own art and reproductions	Frequently relies on prompts when using art vocabulary to describe own art and reproductions	Rarely uses art vocabulary to describe own art and reproductions	



MUSIC



Quarter 1 Kindergarten Rubric					
	MUSIC				
	3 2 1				
Demonstrates through performance awareness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.1a, b	Sings and echoes simple singing and speech patterns	Echoes simple singing and speech patterns	Rarely echoes simple singing and speech patterns accurately		
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.2b	Imitates steady beat with accuracy	Inconsistently imitates steady beat	Rarely imitates steady beat or not evident		

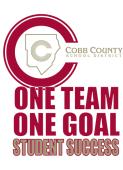
Quarter 2 Kindergarten Rubric					
	MUSIC				
	3 2 1				
Demonstrates through performance awareness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.1a MKGM.6b	Describes and sings high/low and loud/quiet sounds and fast/slow tempi	Describes and sings high/low or loud/ quiet sounds and fast/slow tempi	Describes and sings high/low or loud/ quiet sounds or fast/slow tempi		
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.2b	Performs steady beat with accuracy	Inconsistently performs steady beat	Rarely performs steady beat or not evident		

Quarter 3 Kindergarten Rubric					
	MUSIC				
	3 2 1				
Demonstrates through performance aware- ness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.1a, b	Consistently echo-sings Sol-Mi interval in head voice	Sometimes echo-sings Sol-Mi interval	Rarely echo-sings Sol-Mi interval or not evident		
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.2a	Echoes simple rhythmic patterns using body percussion and instruments	Echoes simple rhythmic patterns using body percussion OR instruments	Rarely echoes simple rhythmic patterns with accuracy using body percussion		

Quarter 4 Kindergarten Rubric			
	MUSIC		
	3	2	1
Demonstrates through performance aware- ness of pitch (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.1a,b, MKGM.6b	Consistently demonstrates pitch concepts through performance at grade level	Sometimes demonstrates pitch concepts through performance at grade level	Rarely demonstrates pitch concepts through performance at grade level
Demonstrates through performance awareness of rhythmic concepts (singing, playing instruments, character voices, sound effects, movement, visual manipulatives) MKGM.2a, b	Consistently demonstrates rhythmic concepts through performance at grade level	Inconsistently demonstrates rhythmic concepts through performance at grade level	Rarely demonstrates rhythmic concepts through performance at grade level



TECHNOLOGY



Quarter 1 Kindergarten Rubric				
Technology				
	3	2	1	
Comprehends and applies kindergarten concepts and skills related to technology NETS 6.a Demonstrates the ability to navigate in electronic environments Some support needed to navigate in electronic environments request support needed to navigate in electronic environments				

Quarter 2 Kindergarten Rubric				
Technology				
3 2 1				
Creates an original illustration or picture story using digital tools Creates an original illustration or picture original illustration or picture story using digital tools Some support needed creating an original illustration or picture story using digital tools Frequent support needed creating an original illustration or picture story using digital tools				

Quarter 3 Kindergarten Rubric			
Technology			
3 2 1			
Comprehends and applies kindergarten concepts and skills related to technology NETS 1.b	Creates a document with text and images using digital tools and resources	Some support needed creating a document with text and images using digital tools and resources	Frequent support needed creating a document with text and images using digital tools and resources

Quarter 4 Kindergarten Rubric			
Technology			
	3	2	1
Comprehends and applies kindergarten concepts and skills related to technology NETS 4.c	Uses digital resources and tools to gather information in graphic format	Some support needed using digital resources and tools to gather information in graphic format	Frequent support needed using digital resources and tools to gather information in graphic format