



Kindergarten Report Card Rubrics





COBB
TEACHING AND
LEARNING
STANDARDS

ELA

Quarter 1 Kindergarten

LANGUAGE ARTS

READING FOUNDATIONAL SKILLS	3	2	1
PRINT CONCEPTS ELAGSEKRF1a Demonstrate understanding of the organization and basic features of print.	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
ELAGSEKRF1b Recognize that spoken words are represented in written language by specific sequence of letters.			
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.			

<p>PHONICS and WORD RECOGNITION ELAGSEKRF3a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.</p>	<p>Produces 13 or more of 23 consonant sounds.</p>	<p>Produces 5 – 12 consonant sounds.</p>	<p>Produces 4 or less consonant sounds.</p>
<p>ELAGSEKRF3b Demonstrate basic knowledge of long and short sounds for the five major vowels.</p>			
<p>ELAGSEKRF3c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p>Consistently and independently distinguishes between similarly spelled words by identifying the sounds of the letter that differ.</p>	<p>Progressing toward independently distinguishing between similarly spelled words by identifying the sounds of the letter that differ.</p>	<p>Limited progress</p>
<p>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.</p>			

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	Consistently, with promoting and support, demonstrates all of the following: <ul style="list-style-type: none"> • 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. 	Progressing toward, with promoting and support, demonstrating all of the following: <ul style="list-style-type: none"> • 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	Consistently, with promoting and support, demonstrates all of the following: <ul style="list-style-type: none"> • 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. 	Progressing toward, with promoting and support, demonstrating all of the following: <ul style="list-style-type: none"> • 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

<p>INFORMATIONAL ELAGSEKRI1, ELAGSEKRI2, ELAGSEKRI3, ELAGSEKRI10</p>	<p>Consistently, with promoting and support, demonstrates all of the following:</p> <ul style="list-style-type: none"> • 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 	<p>Progressing toward, with promoting and support, demonstrating all of the following:</p> <ul style="list-style-type: none"> • 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 	
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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.			

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

SPEAKING AND LISTENING AND LANGUAGE	3	2	1
COLLABORATION ELAGSEKSL1a 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: <ul style="list-style-type: none"> • Listens to others and takes turns speaking • Follows agreed upon rules for discussions 	Progressing toward independently demonstrating all of the following: <ul style="list-style-type: none"> • Listens to others and takes turns speaking • Follows agreed upon rules for discussions 	Limited progress
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 Speak audibly and express thoughts, feelings and ideas.	Consistently and independently speaks audibly to express thoughts, feelings, and ideas.	Progressing toward independently when speaking audibly to express thoughts, feelings, and ideas.	Limited progress
ELAGSEKL1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.			
LANGUAGE	3	2	1

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

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.			

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 OR right OR top to bottom OR page by page OR not evident.
ELAGSERF1b 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 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 30 – 51 letters	Identifies 29 or less letters
PHONOLOGICAL AWARENESS ELAGSEKRF2a Recognize and produce rhyming words.	Auditory recognition of rhyming and non-rhyming words (8 out of 10 words)	Auditory recognition of rhyming and non-rhyming words (5 – 7 out of 10)	Limited progress in auditory recognition of rhyming and non-rhyming words (0 – 4 out of 10)
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 blending and segmenting syllables in spoken words.	Limited progress
ELAGSEKRF2c Blend and segment onsets and rimes of single-syllable spoken words.	Consistently and independently blend and segment onsets and rimes of single-spoken words.	Progressing toward independently blending and segmenting onsets and rimes of single-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/.			
ELAGSEKRF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.			

<p>PHONICS and WORD RECOGNITION ELAGSEKRF3a Demonstrate the basic knowledge of one to one letter–sound correspondences by producing consonant sounds.</p>	<p>Produces all 23 consonant sounds.</p>	<p>Produces 13 - 22 consonant sounds</p>	<p>Produces 12 or less consonant sounds.</p>
<p>ELAGSEKRF3b Demonstrate basic knowledge of long and short vowel sounds for the five major vowels.</p>			
<p>ELAGSEKRF3c Distinguish between similarly spelled words by identifying the sounds that differ.</p>	<p>Consistently and independently distinguishes between similarly spelled words by identifying the sounds of the letter that differ.</p>	<p>Progressing toward independently distinguishing between similarly spelled words by identifying the sounds of the letter that differ.</p>	<p>Limited progress</p>
<p>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.</p>	<p>Reads 30 or more high frequency words AND reads independent level B.</p>	<p>Reads 11-29 high frequency words AND reads independent level B or below.</p>	<p>Reads 10 or less high frequency words AND reads independent level B or below.</p>

READING: CRAFT AND STRUCTURE	3	2	1
<p>All Literary and Informational reading standards should be taught each nine weeks. The following will be assessed and reported.</p>			
<p>LITERARY ELAGSEKRL4, ELAGSEKRL5, ELAGSEKRL6, ELAGSEKRL10</p>	<p>Consistently, with prompting and support, demonstrates all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Progressing toward, with prompting and support, demonstrating all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Limited progress</p>
<p>INFORMATIONAL ELAGSEKRI4, ELAGSEKRI5, ELAGSEKRI6, ELAGSEKRI10</p>	<p>Consistently, with prompting and support, demonstrates all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Progressing toward, with prompting and support, demonstrating all of the following:</p> <ul style="list-style-type: none"> • 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 LISTENING	3	2	1
TEXT TYPE and PURPOSES ELAGSEKW2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	Informational– Uses a combination of drawing, dictating, and writing (e.g. simple sentence that includes grade appropriate high frequency words and phonetically spelled words) to compose informative/explanatory texts in which they are writing about and supply some information about the topic.	Informational– Uses a combination of drawing, dictating, and writing (e.g. initial and/or final consonant sounds) to compose informative/explanatory texts in which they are writing about and supply some information about the topic.	Informational– Uses a combination of drawing, dictating, and writing (e.g., random letters) to compose informative/explanatory texts in which they are writing about and supply some information about the topic.
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 adds 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).	Consistently, with guidance and support, participates in shared research and writing projects.	Progressing toward, even with guidance and support, participating in shared research and writing projects.	Limited progress
ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Consistently, with guidance and support, recalls information from experiences or gathers information from provided sources to answer a question.	Progressing toward, with guidance and support, recalling information from experiences or gathering information from provided sources to answer a question.	Limited progress
CONVENTIONS of STANDARD ENGLISH ELAGSEKL1a Print many upper and lower case letters.	Prints all upper and lower case letters with consistency, accuracy and independence.	Prints most upper and lowercase letters accurately and with independence.	Prints a few upper and lower case letters with independence and accuracy.
ELAGSEKL2a Capitalize the first word in a sentence			

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
ELAGSEKSL1c 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
<p>ELAGSEKL1b Use frequently occurring nouns and verbs.</p>			
<p>ELAGSEKL1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p>			
<p>ELAGSEK1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</p>			
<p>ELAGSEKL1f Produce and expand complete sentences in shared language activities.</p>			
<p>ELAGSEKL4a Identify new meanings for familiar words and apply them accurately. (e.g., knowing duck as a bird and learning the verb duck).</p>			
<p>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.</p>			
<p>ELAGSEKL5a Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.</p>			
<p>ELAGSEKL5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p>			

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 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

(phonemes) in simple, one-syllable words to make new words.	(phonemes) in simple, one-syllable words to make new words.	(phonemes) in simple, one-syllable words to make new words.	
PHONICS and WORD RECOGNITION ELAGSEKRF3a Demonstrate basic knowledge of one to one letter-sound correspondences for each consonant.	Produces all 23 consonant sounds. (including hard/soft c and g).	Produces 13 - 22 consonant sounds	Produces 12 or less consonant sounds.
ELAGSEKRF3b Demonstrate basic knowledge of long and short sounds for the five major vowels.	Consistently and independently produces all 5 short vowel sounds.	Progressing toward independently producing all 5 short vowel sounds.	Limited progress
ELAGSEKRF3c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Consistently and independently distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	Progressing toward independently distinguishing between similarly spelled words by identifying the sounds of the letters that differ.	Limited progress
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.	Reads 50 or more high frequency words AND reads independent level C.	Reads 20 - 49 high frequency words AND reads independent level C or below.	Reads 19 or less high frequency words AND reads independently level C or below.

READING: INTEGRATION OF KNOWLEDGE AND IDEAS	3	2	1
All Literary and Informational reading standards should be taught each nine weeks. The following will be assessed and reported.			
LITERARY ELAGSEKRL7, ELAGSEKRL9, ELAGSEKRL10 ELAGSEKRL8: Not applicable	Consistently, with prompting and support, demonstrates all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Consistently, with prompting and support, demonstrates all of the following: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
WRITING/LANGUAGE/SPEAKING	3	2	1

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

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 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, get information, or clarify something that is not understood.	Progressing toward independently asking and answering questions in order 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.	Consistently and independently speaks audibly and express thoughts, feelings and ideas.	Progress toward independently speaking audibly and express thoughts, feelings and ideas.	Limited progress
ELAGSEKSL1c 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.	Progress toward independently forms regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) when speaking.	
LANGUAGE	1	2	3

ELAGSEKL1b Use frequently occurring nouns and verbs.	Consistently and independently uses frequently occurring nouns and verbs.	Progress toward independently using frequently occurring nouns and verbs.	Limited progress
ELAGSEKL1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Consistently and independently understanding and using question words (interrogatives) (e.g., who, what, where, when, why, how).	Progress toward independently understanding and using question words (interrogatives) (e.g., who, what, where, when, why, how).	Limited progress
ELAGSEL1e 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.	Consistently and independently produces and expands complete sentences in shared language activities.	Progress toward independently producing and expanding complete sentences in shared language activities.	Limited progress
ELAGSEKL4a Identify new meanings for familiar words and apply them accurately. (e.g., knowing duck as a bird and learning the verb duck).	Consistently and independently identifies new meanings for familiar words and apply them accurately.	Progress toward independently identifying new meanings for familiar words and apply them accurately.	Limited progress
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 Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Consistently and independently sorts common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Progress toward independently sorting common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Limited progress
ELAGSEKL5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Consistently and independently demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Progress toward independently demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Limited progress
ELAGSEKL5c Identify real-life connections between words and their use (e.g., note places at	Consistently and independently identifies real-life connections between words and their use	Progress toward independently identifying real-life connections between words and their use	Limited progress

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 writing and being read to, and responding to texts.	Consistently and independently uses words and phrases acquired through conversations, reading and writing and being read to, and responding to texts.	Progress toward independently using words and phrases acquired through conversations, reading and writing and being read to, and responding to texts	Limited progress

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 /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 (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 ELAGSEKRF3a Demonstrate basic knowledge of one to one letter-sound correspondence for each consonant.	Consistently produces all 23 consonant sounds. (including hard/soft c and g).	Produces 18 - 22 consonant sounds	Produces 17 or less consonant sounds.
ELAGSEKRF3b Demonstrate basic knowledge of long and short sounds for the five major vowels.	Consistently produces all short AND long vowel sounds.	Progressing toward independently producing all short and long vowel sounds.	Limited progress
ELAGSEKRF3c Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Consistently and independently distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	Progressing toward independently distinguishing between similarly spelled words by identifying the sounds of the letters that differ.	Limited progress
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.	Reads 75 or more high frequency words AND reads independent level D.	Reads high frequency words (29-74) AND reads independent level D or below.	Reads 29 or less high frequency words AND reads independent D or and below.

READING	3	2	1
<p>All Literary and Informational reading standards should be taught each nine weeks. The following will be assessed and reported.</p>			
<p>LITERARY ELAGSEKRL3, ELAGSEKRL6, ELAGSEKRL9, ELAGSEKRL10</p>	<p>Consistently, with prompting and support, demonstrates all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Progressing toward, with prompting and support, demonstrating all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Limited progress</p>
<p>INFORMATIONAL ELAGSEKRI3, ELAGSEKRI6, ELAGSEKRI9, ELAGSEKRI10</p>	<p>Consistently, with prompting and support, demonstrates all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Progressing toward, with prompting and support, demonstrating all of the following:</p> <ul style="list-style-type: none"> • 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. 	<p>Limited progress</p>

WRITING/LANGUAGE/SPEAKING AND LISTENING	3	2	1
TEXT TYPE and PURPOSES ELAGSEKW1 Opinion ELAGSEKW2 Informational ELAGSEKW3 Narrative	Uses a combination of drawing dictating and writing (e.g., with more detailed sentences that include grade appropriate high frequency words and phonetically spelled words) to compose the following: <ul style="list-style-type: none"> • Opinion: • Informational • Narrative 	Uses a combination of drawing dictating and writing (e.g., simple sentence that includes grade appropriate high frequency words and phonetically spelled word)s to compose the following: <ul style="list-style-type: none"> • Opinion: • Informational • Narrative 	Uses a combination of drawing dictating and writing (e.g., initial and final consonant sounds and some grade appropriate high frequency words) to compose the following: <ul style="list-style-type: none"> • Opinion: • Informational • Narrative
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.	Consistently, with guidance and support, uses a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	Progressing toward, with guidance and support, using a variety of tools to produce and publish writing, including digital tools in collaboration with peers.	Limited progress
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).	Consistently, with guidance and support, participates in shared research and writing projects	Progressing toward, with guidance and support, participating in shared research and writing projects.	Limited progress
ELAGSEKW8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Consistently, with guidance and support, recalls information from experiences or gather information from provided sources to answer a question.	Progressing toward, with guidance and support, recalling information from experiences or gather information from provided sources to answer a question.	Limited progress
CONVENTIONS of STANDARD ENGLISH ELAGSEKL1a Print many upper and lower case letters.	Prints all upper and lower case letters with consistency, accuracy and independence.	Prints most upper and lowercase letters accurately and with independence.	Prints a few upper and lower case letters with independence and accuracy.

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

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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 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 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, 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 Use frequently occurring nouns and verbs.	Consistently and independently uses frequently occurring nouns and verbs.	Progress toward independently using frequently occurring nouns and verbs.	Limited progress
ELAGSEKL1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Consistently and independently understanding and using question words (interrogatives) (e.g., who, what, where, when, why, how).	Progress toward independently understanding and using question words (interrogatives) (e.g., who, what, where, when, why, how).	Limited progress
ELAGSEL1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Consistently and independently uses frequently prepositions.	Progress toward independently using frequently occurring prepositions.	Limited progress
ELAGSEKL1f Produce and expand complete sentences in shared language activities.	Consistently and independently produces and expands complete sentences in shared language activities.	Progress toward independently producing and expanding complete sentences in shared language activities.	Limited progress
ELAGSEKL4a Identify new meanings for familiar words and apply them accurately. (e.g., knowing duck as a bird and learning the verb duck).	Consistently and independently identifies new meanings for familiar words and apply them accurately.	Progress toward independently identifying new meanings for familiar words and apply them accurately.	Limited progress
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.	Consistently and independently uses 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..	Progress toward independently using 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.	Limited progress
ELAGSEL5a Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Consistently and independently sorts common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Progress toward independently sorting common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	Limited progress
ELAGSEKL5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Consistently and independently demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Progress toward independently demonstrating understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Limited progress
ELAGSEKL5c Identify real-life connections between words and their use (e.g., note places	Consistently and independently identifies real-life connections between words and their use.	Progress toward independently identifying real-life connections between words and their use.	Limited progress

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 the meanings.	Limited progress
ELAGSEKL6 Use words and phrases acquired through conversations, reading and writing and being read to, and responding to texts.	Consistently and independently uses words and phrases acquired through conversations, reading and writing and being read to, and responding to texts.	Progress toward independently using words and phrases acquired through conversations, reading and writing and being read to, and responding to texts	Limited progress



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: <ul style="list-style-type: none"> • Counts to 50 by ones. • Counting forward within a known sequence. 	Progressing towards demonstrating the following: <ul style="list-style-type: none"> • Counts to 50 by ones. • Counting forward within a known sequence. 	Limiting progress demonstrating the following: <ul style="list-style-type: none"> • 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 measurable 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 – Quarter 2

NUMBERS & ALGEBRAIC THINKING	3	2	1
Know number names and the count sequence MGSEK.CC.1, 2	Consistently and independently counts to 100 by ones.	Progressing towards demonstrating counting numbers consecutively to 100 by ones.	Limiting progress demonstrating understanding of the count sequence.
Count to tell the number of objects MGSEK.CC.4, 5 a, b, c. (scattered arrangements added)	Consistently and independently counts as many as 20 objects arranged in a line AND a rectangular array, and pairs each object with the correct number name.	Progressing towards demonstrating counting as many as 20 objects arranged in a line OR a rectangular array, and pairing each object with the correct number name.	Limiting progress demonstrating understanding of one-to-one correspondence.
Compare numbers MGSEK.CC.6 (objects), 7	Consistently and independently compares two sets of up to 10 objects and identifies whether the number of objects in one set is greater than or equal to the other set.	Progressing towards demonstrating comparing two sets of up to 10 objects each and determines if the sets are equal.	Limiting progress demonstrating understanding of comparing sets of objects.
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 measurable attributes MGSEK.MD.1, 2	Consistently and independently describes several attributes of an object, such as length or weight; directly compare two objects with a measurable attribute in common, to	Progressing towards describing several attributes of an object, such as length and weight; directly comparing two objects with a measurable attribute in common,	Limiting progress describing several attributes of an object, such as length and weight; directly comparing two objects with a measurable 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 count.	Progressing towards demonstrating classifying objects into given categories; counting the numbers of objects in each category and sort the categories by count.	Limited progress demonstrating understanding of classifying objects into given categories; counting the numbers of objects in each category 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 (objects and numerals) MGSEK.CC.6, 7	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			

Classify objects and count the number of objects in each category MGSEK.MD.3

MATHEMATICS – Quarter 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.

<p>Analyze, compare, create, compose and classify shapes MGSEK.G.4, 5, 6</p>	<p>Consistently and independently demonstrates all of the following:</p> <ul style="list-style-type: none"> 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. 	<p>Progressing towards the following:</p> <ul style="list-style-type: none"> 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. 	<p>Limiting progress demonstrating understanding of the following:</p> <ul style="list-style-type: none"> 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.
<p>MEASUREMENT</p>	<p>3</p>	<p>3</p>	<p>1</p>
<p>Describe and compare measureable attributes MGSEK.MD.1, 2</p>	<p>Consistently and independently describes several attributes of an object, such as length or weight; directly compare two objects with a measureable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference</p>	<p>Progressing towards describing several attributes of an object, such as length and weight; directly comparing two objects with a measureable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference</p>	<p>Limiting progress describing several attributes of an object, such as length and weight; directly comparing two objects with a measureable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference</p>
<p>Classify objects and count the number of objects in each category MGSEK.MD.3</p>	<p>Consistently and independently classifies objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<p>Progressing towards demonstrating classifying objects into given categories; counting the numbers of objects in each category and sort the categories by count.</p>	<p>Limited progress demonstrating understanding of classifying objects into given categories; counting the numbers of objects in each category and sort the categories by count.</p>



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 STUDIES

	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)	Describes changes from day to night, but not as day turns into night (sunset) or 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 it 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 disease prevention	Compares and contrasts the five senses and how to keep them healthy	Identifies the use of the five senses	Demonstrates limited knowledge of the five senses

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 awareness 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 awareness 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	Frequent support needed to navigate in electronic environments

Quarter 2 Kindergarten Rubric

Technology			
	3	2	1
Comprehends and applies kindergarten concepts and skills related to technology NETS 1.b	Creates an 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