Student Name: Teacher:

Kindergarten Grading Rubric 2018-19

Reading

High frequency words		**1: experiencing difficulty**	**2: making progress**	**3: meeting expectations**	**4: exceeding expectations**
Identify and read at least 25 high-frequency words from a commonly used list. (K.3D)	1st	Less than 3	3-4 words	5-14	15 or more words
	2nd	Less than 10 words	10-14 words	15-24 words	25 or more words
	3rd	Less than 15 words	15-24 words	25-39 words	40 or more words
	4th	Less than 15 words	15-24 words	25-39 words	40 or more words

Literary comprehension		**1: experiencing difficulty**	**2: making progress**	**3: meeting expectations**	**4: exceeding expectations**
Comprehension: Literary ● Names setting (K.6A) ● Names characters (K.6A) ● Retells events from story (can be out of sequence) (K.6A) ● Main Event (K.8A) ● Makes predictions ● Inferences ● Makes connections	1st	Meets less than 2 expectations	Meets 2 expectations	Meets 3-6 expectations	Meets all 7 expectations and is able to retell events in sequential order as well as identify problem/solution and/or cause/effect and/or other story elements
	2nd	Meets less than 3 expectations	Meets 3 expectations	Meets 4-6 expectations	Meets all 7 expectations and is able to retell events in sequential order as well as identify problem/solution and/or cause/effect and/or other story elements
	3rd	Meets less than 3 expectations	Meets 3-4 expectations	Meets 5-6 expectations	Meets all 7 expectations and is able to retell events in sequential order as well as identify problem/solution and/or cause/effect and/or other story elements
	4th	Meets less than 3 expectations	Meets 3-4 expectations	Meets 5-6 expectations	Meets all 7 expectations and is able to retell events in sequential order as well as identify problem/solution and/or cause/effect and/or other story elements

Identifies uppercase letters		**1: experiencing difficulty**	**2: making progress**	**3: meeting expectations**	**4: exceeding expectations**
Identifies Uppercase letters (K.1B)	1st	Identifies less than 5 uppercase	Identifies 5-9 uppercase letters	Identifies 10-25 uppercase letters	Identifies 26 uppercase (Bilingual 30)
	2nd	Identifies less than 17 uppercase letters	Identifies 18-25 uppercase letters	Identifies all 26 uppercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	3rd	Identifies less than 17 uppercase letters	Identifies 18-25 uppercase letters	Identifies all 26 uppercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	4th	Identifies less than 17 uppercase letters	Identifies 18-25 uppercase letters	Identifies all 26 uppercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)

Identifies lowercase letters		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Identify Lowercase letters (K.1B)	1st	Identifies less than 5 lowercase letters	Identifies 5-9 lowercase letters	Identifies 10-25 lowercase letters	Identifies 26 lowercase letters (Bilingual 30)
	2nd	Identifies less than 17 lowercase letters	Identifies 18-25 lowercase letters	Identifies all 26 lowercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	3rd	Identifies less than 17 lowercase letters	Identifies 18-25 lowercase letters	Identifies all 26 lowercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	4th	Identifies less than 17 lowercase letters	Identifies 18-25 lowercase letters	Identifies all 26 lowercase letters (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)

Identifies letter sounds		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Identifies letter sounds (K.3A)	1st	Identifies less than 5 sounds	Identifies 5-9 sounds	Identifies 10-25 sounds	Identifies 26 sounds (Bilingual 30)
	2nd	Identifies less than 17 sounds	Identifies 18-25 sounds	Identifies all 26 sounds (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	3rd	Identifies less than 17 sounds	Identifies 18-25 sounds	Identifies all 26 sounds (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)
	4th	Identifies less than 17 sounds	Identifies 18-25 sounds	Identifies all 26 sounds (Bilingual 30)	N/A (If student previously received a 4 they are to remain at a 4)

Concepts of print		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Recognizes concept of print ● Identifies a letter (K.1D) ● Identifies a word (K.1D) ● Holds book correctly (K.1F) ● Identifies parts of books: (K.1G) 　○ front, back, title page ● Identifies a sentence (K.1E)	1st	Meets less than 3 criteria	Meets 3 criteria	Meets 4 criteria	Meets all 5 criteria and underlines a sentence that goes onto the next line
	2nd	Meets less than 3 criteria	Meets 3-4 criteria	Meets all 5 criteria	Underlines a sentence that goes onto the next line
	3rd	Meets less than 3 criteria	Meets 3-4 criteria	Meets all 5 criteria	Underlines a sentence that goes onto the next line
	4th	Meets less than 3 criteria	Meets 3-4 criteria	Meets all 5 criteria	Underlines a sentence that goes onto the next line

Rhyming		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Rhymes (K.2C)	1st	Produces less than 3 rhyming words	Produces 3 rhyming words	Produces 4-5 rhyming words words Nonsense words are acceptable	Rhymes more multi-syllable words such as banana, scissors, dinosaur, cotton,etc.
	2nd	Produces less than 3 rhyming words	Produces 3 rhyming words	Produces 4-5 rhyming words words Nonsense words are acceptable	Rhymes more multi-syllable words such as banana, scissors, dinosaur, cotton,etc.
	3rd	Produces less than 3 rhyming words	Produces 3 rhyming words	Produces 4-5 rhyming words words Nonsense words are acceptable	Rhymes more multi-syllable words such as banana, scissors, dinosaur, cotton,etc.
	4th	Produces less than 3 rhyming words	Produces 3 rhyming words	Produces 4-5 rhyming words words Nonsense words are acceptable	Rhymes more multi-syllable words such as banana, scissors, dinosaur, cotton,etc.

Blending		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Blends sounds into words ie: /h/ /o/ /m/ (K.2G)	1st	Not Assessed			
	2nd	Less than 3 words	3 words	4-5 words	Blends words with consonant blends such as stack, sleep, blond, blast, etc.
	3rd	Less than 3 words	3 words	4-5 words	Blends words with consonant blends such as stack, sleep, blond, blast, etc.
	4th	Less than 3 words	3 words	4-5 words	Blends words with consonant blends such as stack, sleep, blond, blast, etc.

Reading level		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Reading Level (K.3B) As assessed with DRA	1st	Not Assessed			
	2nd	Level A	Level 1	Level 2-3	4 or above
	3rd	Level 1	Level 2	Level 3-4	6 or above
	4th	Level 2 or below	Level 3-4	Level 6	8 or above

Segmenting		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Segments words into sounds (K.2I)	1st	Not Assessed			
	2nd	Cannot segment sounds or onset/rhyme	Can segment v-c words and/or onset/rhyme	Can segment c-v-c words and/or 3 phonemes	Can segment words with 4 or more phonemes
	3rd	Cannot segment sounds or onset/rhyme	Can segment v-c words and/or onset/rhyme	Can segment c-v-c words and/or 3 phonemes	Can segment words with 4 or more phonemes
	4th	Cannot segment sounds or onset/rhyme	Can segment v-c words and/or onset/rhyme	Can segment c-v-c words and/or 3 phonemes	Can segment words with 4 or more phonemes

Comprehension of Informational Text		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Comprehension: Expository • Identify topic (K.10A) • Retell facts (K.10B) • Makes predictions (K.10D) • Make connections • Make Inferences (K.9) • Draw Conclusions (K.9)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Meets less than 2 expectations	Meets 2-3 expectations	Meets 4-5 expectations	Meets all 6 expectations
	4th	Meets less than 2 expectations	Meets 2-3 expectations	Meets 4-5 expectations	Meets all 6 expectations

Writing

Writes legibly		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Writes Legibly ● Pencil grip ● Forms letters legibly and from top to bottom (K.17A) ● Directionality	1st	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and letters are consistently proportionate in relation to other letters as well as written in a straight line with or without a line
	2nd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and letters are consistently proportionate in relation to other letters as well as written in a straight line with or without a line
	3rd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and letters are consistently proportionate in relation to other letters as well as written in a straight line with or without a line
	4th	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and letters are consistently proportionate in relation to other letters as well as written in a straight line with or without a line

Writing name		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Writes one's own name (K.18C)	1st	First name is illegible.	When writing first name some letters are missing, name is written right to left, or uppercase letters are used incorrectly	Writes first name correctly with only the first letter uppercase without a model. Some letters may be backwards.	Writes first and last name legibly without a model
	2nd	First name is illegible.	When writing first name some letters are missing, name is written right to left, or uppercase letters are used incorrectly	Writes first name correctly with only the first letter uppercase without a model. Some letters may be backwards.	Writes first and last name legibly without a model
	3rd	First and/or last name is illegible	Is missing some letters, some letters are backwards, first and/or last name is written backwards, or uses capital letters.	Writes **first and last** name correctly with only the first letters uppercase without a model. Some letters may be backwards.	Writes full name plus letters are consistently proportionate in relation to other letters as well as written in a straight line
	4th	First and/or last name is illegible	Is missing some letters, some letters are backwards, first and/or last name is written backwards, or uses capital letters.	Writes **first and last** name correctly with only the first letters uppercase without a model. Some letters may be backwards.	Writes full name plus letters are consistently proportionate in relation to other letters as well as written in a straight line

Spelling		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Uses spelling conventions in compositions (K.18A & K.18B)	1st	Not Assessed			
	2nd	Unable to write letters to match sounds in words, uses random letters, or only writes beginning letter of words	Writes only beginning sounds of words and has difficulty using conventional spelling	Consistently writes 2 of the following: beginning, middle and/or ending sounds of words. Also uses conventional spelling (sight words) with word wall/ other resources	Is able to consistently spell ccvc words and/or is able to write words with silent e, or soft/hard sounds of letters c & g, as well as using digraphs
	3rd	Unable to write letters to match sounds in words, uses random letters, or only writes beginning letter of words	Writes only beginning and ending sounds of words and has difficulty using conventional spelling	Consistently writes beginning, middle, and ending sounds of words. Also uses conventional spelling (sight words) with word wall/ other resources.	Is able to consistently spell ccvc words and/or is able to write words with silent e, or soft/hard sounds of letters c & g, as well as using digraphs
	4th	Unable to write letters to match sounds in words, uses random letters, or only writes beginning letter of words	Writes only beginning and ending sounds of words and has difficulty using conventional spelling	Consistently writes beginning, middle, and ending sounds of words. Also uses conventional spelling (sight words) with word wall/ other resources.	Is able to consistently spell ccvc words and/or is able to write words with silent e, or soft/hard sounds of letters c & g, as well as using digraphs

Writing process		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Uses writing process to: • Plan (K.13A) • Develop draft (K.13B) • Revise- add details (K.13C) • Edit - spacing (K.13D) • Share (K.13E)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Student follows 2 or less steps of the writing process and does not show evidence that revising or editing was attempted.	Student follows 3-4 steps of the writing process with substantial teachers support	Student follows 5 steps of the writing process and explains how they revised and edited their draft with minimal assistance	Student follows 5 steps of the writing process and explains how they revised and edited their draft with no assistance.
	4th	Student follows 2 or less steps of the writing process and does not show evidence that revising or editing was attempted.	Student follows 3-4 steps of the writing process with substantial teachers support	Student follows 5 steps of the writing process and explains how they revised and edited their draft with minimal assistance	Student follows 5 steps of the writing process and explains how they revised and edited their draft with no assistance.

Story writing		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Dictate or write sentences to tell a story and put the sentences in chronological sequence. (K.14A)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Unable to dictate or write a story	Dictate or write a 1 sentence story	Dictate or write a 2-3 sentence story and put in chronological sequence	Add a second ending verbally or written to their story
	4th	Unable to dictate or write a story	Dictate or write a 1 sentence story	Dictate or write a 2-3 sentence story and put in chronological sequence	Add a second ending verbally or written to their story

Expository writing		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Dictate or write information for: (K.15) • lists • captions • invitations	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Not Assessed			
	4th	Can not dictate or write a list, caption or invitation	Can dictate or write 1 (lists, captions or invitations)	Can Dictate or write 2 -3 (lists, captions or invitations)	Creates an advanced expository writing such as a book with captions, detailed list etc…

Listening and Speaking

Listens		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Listens in informal and formal settings: • Faces speakers and asks clarifying questions (K.21A) • Follows single or multi-step directions (K.21B)	1st	Meets no expectations	Meets only 1 expectation	Meets all expectations	Meets all expectations and initiates conversation such as, "How are you today?" or refers to previous conversations. Stays on topic and takes turns talking within a conversation.
	2nd	Meets no expectations	Meets only 1 expectation	Meets all expectations	Meets all expectations and initiates conversation such as, "How are you today?" or refers to previous conversations. Stays on topic and takes turns talking within a conversation..
	3rd	Meets no expectations	Meets only 1 expectation	Meets all expectations	Meets all expectations and initiates conversation such as, "How are you today?" or refers to previous conversations. Stays on topic and takes turns talking within a conversation.
	4th	Meets no expectations	Meets only 1 expectation	Meets all expectations	Meets all expectations and initiates conversation such as, "How are you today?" or refers to previous conversations. Stays on topic and takes turns talking within a conversation.

Communicates		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Communicates Ideas, Experiences, and Needs: (K.22) • Communicates ideas • Speaks clearly and to the point w/ conventions of language • Shares information	1st	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and uses descriptive language and complex sentences
	2nd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and uses descriptive language and complex sentences
	3rd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and uses descriptive language and complex sentences
	4th	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and uses descriptive language and complex sentences

Works with others		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Works Well in Teams: (K.23) • Takes turns speaking • Follows agreed upon rules • Works productively w/team	1st	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and is able to independently offer solutions to conflicts
	2nd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and is able to independently offer solutions to conflicts
	3rd	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and is able to independently offer solutions to conflicts
	4th	Meets less than 2 expectations	Meets only 2 expectations	Meets all 3 expectations	Meets all 3 expectations and is able to independently offer solutions to conflicts

Math

Counting by 1's		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Recites numbers up to at least 100 by ones (K.5A)	1st	Counts by ones to 39 or less without assistance	Counts to at least 40 but not past 59 without assistance	Counts to 60 without assistance	Counts to 80 or higher without assistance
	2nd	Counts to 59 or less without assistance	Counts to at least 60 but not past 79 without assistance	Counts to 80 without assistance	Counts to 100 or higher without assistance
	3rd	Counts to 59 or less without assistance	Counts to at least 60 but not past 99 without assistance	Counts to 100 without assistance	Counts to 130 or higher without assistance
	4th	Counts to 59 or less without assistance	Counts to at least 60 but not past 99 without assistance	Counts to 100 without assistance	Counts to 130 or higher without assistance

Identifies numbers		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Identifies numbers (K.2B)	1st	Identifies less than 7 numbers between 0-10	Identifies 7-9 numbers between 0-10	Identifies all numbers between 0-10	Identifies more numbers than 0-15
	2nd	Identifies less than 11 numbers between 0-15	Identifies 11-14 numbers between 0-15	Identifies all numbers between 0-15	Identifies more numbers than 0-20
	3rd	Identifies less than 14 numbers between 0-20	Identifies 14-19 numbers between 0-20	Identifies all numbers between 0-20	Identifies and writes at least 5 randomly given two-digit numbers above 30
	4th	Identifies less than 14 numbers between 0-20	Identifies 14-19 numbers between 0-20	Identifies all numbers between 0-20	Identifies and writes at least 5 randomly given two-digit numbers above 30

Writes numbers		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Writes numbers (K.2B)	1st	Writes less than 7 numbers between 0-10	Writes 7-9 numbers between 0-10	Writes all numbers between 0-10. Some numbers may be written backwards.	Writes more numbers than 0-15. The teen numbers may not be flipped. Ex. 15 not 51
	2nd	Writes less than 11 numbers between 0-15	Writes 11-14 numbers between 0-15	Writes all numbers between 0-15	Writes more numbers than 0-20
	3rd	Writes less than 14 numbers between 0-20	Writes 14-19 numbers between 0-20	Writes all numbers between 0-20	Writes at least 5 randomly given two-digit numbers above 30
	4th	Writes less than 14 numbers between 0-20	Writes 14-19 numbers between 0-20	Writes all numbers between 0-20	Writes at least 5 randomly given two-digit numbers above 30

Using numbers to name quantity		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Uses numbers to name quantities (K.2C)	1st	Correctly counts less than 3 sets with 0-10 objects in each set	Correctly counts 3-4 sets with 0-10 objects in each set	Correctly counts 5 sets with 0-10 objects in each set	Correctly counts at least 3 sets with 20 or more objects in each set
	2nd	Correctly counts less than 3 sets with 0-15 objects in each set	Correctly counts 3-4 sets with 0-15 objects in each set	Correctly counts 5 sets with 0-15 objects in each set	Correctly counts at least 3 sets with 30 or more objects in each set
	3rd	Correctly counts less than 3 sets with 0-20 objects in each set	Correctly counts 3-4 sets with 0-20 objects in each set	Correctly counts 5 sets with 0-20 objects in each set	Correctly counts at least 3 sets with 30 or more objects in each set
	4th	Correctly counts less than 3 sets with 0-20 objects in each set	Correctly counts 3-4 sets with 0-20 objects in each set	Correctly counts 5 sets with 0-20 objects in each set	Correctly counts at least 3 sets with 30 or more objects in each set

Counting forward & backward		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Counts forward and backwards with and without objects (K.2A)	1st	Not Assessed			
	2nd	Starting at a given number, cannot count by ones forward and backward to 10	Starting at a given number, can count by ones forward and backward to 10 with 1 prompt	Starting at a given number, can count by ones forward and backward to **10** without assistance	Starting at a given number, counts by ones forward and backward to 30 correctly without assistance
	3rd	Starting at a given number, cannot count by ones forward and backward to 15	Starting at a given number, can count by ones forward and backward to 15 when given 1 prompt	Starting at a given number, can count by ones forward and backward to **15** with no assistance	Starting at a given number, cannot count by ones forward and backward to 15
	4th	Starting at a given number, cannot count by ones forward and backward to 20	Starting at a given number, counts by ones forward and backward to 20 when given 1 prompt	Starting at a given number, counts by ones forward and backward to **20** with no assistance	Starting at a given number, counts by ones forward and backward to 30

Counting by 10's		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Recites numbers by tens up to 100 (K.5A)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Recites numbers by 10's to 70 or less without assistance	Recites numbers by 10's to 80 without assistance	Recites numbers by 10's to 100 without assistance	Recites numbers by 10's to 130 or more without assistance
	4th	Recites numbers by 10's to 70 or less without assistance	Recites numbers by 10's to 80 without assistance	Recites numbers by 10's to 100 without assistance	Recites numbers by 10's to 130 or more without assistance

Comparative language		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Use comparative language to compare sets of objects and numbers up to 20: (K.2G & K.2H) • Generate a number that is one more than or one less than a given number • Compare two written numbers	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Meets no expectations	Meets 1 expectations	Meets 2 expectations	Represents the comparison of two numbers up to 100 using the symbols >, <, and =
	4th	Meets no expectations	Meets 1 expectations	Meets 2 expectations	Represents the comparison of two numbers up to 100 using the symbols >, <, and =

Data analysis		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Collect, Classify, and Organize Data: (K.8A, K.8B, K.8C) • Collect, Classify, and organize data • Use data to create a graph • Draw conclusions from a graph	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Meets less than 2 expectations	Meets 2 expectations	Meets all 3 expectations	Uses mathematical language in explanations of information (We had two more sunny days than rainy days)
	4th	Meets less than 2 expectations	Meets 2 expectations	Meets all 3 expectations	Uses mathematical language in explanations of information (We had two more sunny days than rainy days)

Models addition and subtraction		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Models addition and subtraction (K.3A & K.3B)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Cannot explain the strategy or cannot model or solve at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 5 and differences within 5	Explains the strategy for modeling and solving at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 5 and differences within 5	Explains the strategy for modeling and solving at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 10 and differences within 10	Explains the strategies used to solve problems and can solve problems with missing parts (Ex: My dad gave me some stickers. My mom gave me 3 more. Now I have 9 stickers. How many stickers did my dad give me?)
	4th	Cannot explain the strategy or cannot model or solve at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 5 and differences within 5	Explains the strategy for modeling and solving at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 5 and differences within 5	Explains the strategy for modeling and solving at least 2 addition and 2 subtraction problems including word problems, using objects and/or drawings to find sums up to 10 and differences within 10	Explains the strategies used to solve problems and can solve problems with missing parts (Ex: My dad gave me some stickers. My mom gave me 3 more. Now I have 9 stickers. How many stickers did my dad give me?)

2D shapes		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Recognizes 2D shapes (K.6A)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Names one or no shapes	Names 2-3 shapes	Names 4 shapes (circle, square, rectangle, triangle)	Knows at least 3 advanced shapes such as hexagon, rhombus, ellipse, etc.
	4th	Names one or no shapes	Names 2-3 shapes	Names 4 shapes (circle, square, rectangle, triangle)	Knows at least 3 advanced shapes such as hexagon, rhombus, ellipse, etc.

3D shapes		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Recognizes 3D shapes (K.6B)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Not Assessed			
	4th	Names one or no shapes	Names 2-3 shapes	Names 4 shapes (sphere, cone, cube, cylinder)	Knows at least 3 advanced shapes such triangular prism, pyramid, rectangular prism, etc.

Money		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Identify coins (K.4A)	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Not Assessed			
	4th	Identifies less than coins (penny, nickel, dime, quarter)	Identifies 3 coins (penny, nickel, dime, quarter)	Identifies all 4 coins (penny, nickel, dime, quarter)	Identifies all 4 coins as well as the value of each coin

Measurement		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Directly compares 2 objects by: (K.7B) ● Length ● Weight ● Capacity	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Not Assessed			
	4th	Compare 2 objects by 1 measurable attribute	Compare 2 objects by 2 measurable attributes	Compare 3 objects by 2 measurable attributes	Orders 3 or more objects by measurable attribute

Financial Literacy		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Understands personal financial literacy: (K.9A, K.9B, K.9C & K.9D) ● Identifies ways to earn income ● Differentiate between money received as income and money received as gifts ● List simple skills required for jobs ● Distinguish between wants and needs and identify income as a source to meet one's wants and needs	1st	Not Assessed			
	2nd	Not Assessed			
	3rd	Not Assessed			
	4th	Meets less than 3 expectations	Meets 3 out of 4 expectations	Meets all 4 expectations	Meets all 4 expectations as well as distinguish between spending and saving

Science and Social Studies

Science and Social Studies		1: experiencing difficulty	2: making progress	3: meeting expectations	4: exceeding expectations
Demonstrates concepts, skills, and processes as evidenced by observational teacher data and student work samples	1st	Unable to explain basic concepts presented with guidance from instructor	Begins to explain basic concepts presented with guidance from instructor	Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented	Independently connects and applies knowledge on their own and in discussions about the concepts presented
	2nd	Unable to explain basic concepts presented with guidance from instructor	Begins to explain basic concepts presented with guidance from instructor	Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented	Independently connects and applies knowledge on their own and in discussions about the concepts presented
	3rd	Unable to explain basic concepts presented with guidance from instructor	Begins to explain basic concepts presented with guidance from instructor	Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented	Independently connects and applies knowledge on their own and in discussions about the concepts presented
	4th	Unable to explain basic concepts presented with guidance from instructor	Begins to explain basic concepts presented with guidance from instructor	Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented	Independently connects and applies knowledge on their own and in discussions about the concepts presented