

Kindergarten Standard Based  
Report Card Rubric  
Daniel Webster School  
Weehawken, NJ



# Reading Standards: Foundational Skills

## Uses left-to-right progression

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student does not use left-to-right progression.	Student sometimes uses left-to-right progression.	Student consistently uses left-to-right progression.	Student consistently and independently uses left-to-right progression.

## Recognizes rhyming words

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student does not recognize rhyming words.	Student sometimes recognizes rhyming words.	Student consistently recognizes rhyming words.	Student consistently recognizes rhyming words containing multiple syllables.

## Produces rhyming words

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student does not produce rhyming words.	Student sometimes produces rhyming words.	Student consistently produces rhyming words.	Student consistently produces rhyming words containing multiple syllables.

## Reads introduced high-frequency words

Trimester	NS	AS	MS	ES
1st	Student recognizes fewer than 9 kindergarten sight words.	Student recognizes 9-10 kindergarten sight words.	Student recognizes 11-12 kindergarten sight words.	Student recognizes all 88 kindergarten sight words and reads them within context.
2nd	Student recognizes fewer than 39 kindergarten sight words.	Student recognizes 39-43 kindergarten sight words.	Student recognizes 44-48 kindergarten sight words.	Student recognizes all 88 kindergarten sight words and reads them within context.
3rd	Student recognizes fewer than 70 kindergarten sight words.	Student recognizes 70-79 kindergarten sight words.	Student recognizes 80-88 kindergarten sight words.	Student recognizes all 88 kindergarten sight words and independently reads above grade level.

**Names upper-case letters**

**Names lower-case letters**

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st</b>	Identifies 6 or fewer letters.	Identifies 7 to 12 letters.	Identifies 13 to 25 letters.	Identifies 26 letters.
<b>2nd</b>	Identifies 12 or fewer letters.	Identifies 13 to 19 letters.	Identifies 20 to 25 letters.	Identifies 26 letters.
<b>3rd</b>	Identifies 21 or fewer letters.	Identifies 22 to 25 letters.	Identifies 26 letters.	

## Produces the letter sound of introduced consonants

Trimester	NS	AS	MS	ES
1st – 2 <sup>nd</sup>	Student rarely recognizes introduced consonant sounds.	Student sometimes recognizes introduced consonant sounds.	Student consistently recognizes introduced consonant sounds.	Student consistently recognizes all consonant sounds.
3 <sup>rd</sup>	Student rarely recognizes all consonant sounds.	Student sometimes recognizes all consonant sounds.	Student consistently recognizes all consonant sounds.	Student consistently and independently recognizes all consonant sounds.

## Produces the letter sound of introduced vowels

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st – 2nd</b>	Student rarely recognizes introduced vowel sounds.	Student sometimes recognizes introduced vowel sounds.	Student consistently recognizes introduced vowel sounds.	Student consistently recognizes all vowel sounds and reads them correctly in words.
<b>3rd</b>	Student rarely recognizes all vowel sounds.	Student sometimes recognizes all vowel sounds.	Student consistently recognizes all vowel sounds.	Student consistently and independently recognizes all vowel sounds and reads them correctly in words.

## Blends sounds in words

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student rarely blends sounds in words.	Student sometimes blends sounds in words.	Student consistently blends sounds in words.	Student consistently blends sounds in words and applies skill when reading independently.

## Applies (appropriate) decoding strategies

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> – 3 <sup>rd</sup>	Student rarely uses introduced decoding strategies.	Student sometimes uses introduced decoding strategies.	Students consistently uses introduced decoding strategies with support.	Students consistently and independently uses introduced decoding strategies.



# Reading Standards: Literature and Informational Text

**Asks and answers questions about text, with support**

**Identifies characters, setting, main idea/topic with prompting and support**

**Retells familiar stories or details from a text**

Trimester	NS	AS	MS	ES
1 <sup>st</sup> & 2 <sup>d</sup>	Unable to retell a story, even with prompting	Unable to recall events of a story in proper sequence	Retells a story in proper sequence, using characters and setting	Retells a story in proper sequence, using character, setting, and inferential understanding
3 <sup>rd</sup>	Unable to recall events of a story in proper sequence	Retells a story in proper sequence, using characters and setting	Retells a story in proper sequence, using character, setting, and inferential understanding	Retells a story in sequence, using characters and setting, while making connections and predictions (displaying higher level thinking)

## Reads at grade level

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	Unable or rarely able to demonstrate reading behaviors	Student has achieved reading success at levels A-1	Student has achieved reading success at levels 2-4	Student has achieved reading success at level 6 or above
2 <sup>nd</sup>	Unable or rarely able to demonstrate reading behaviors	Student has achieved reading success at levels A-2	Student has achieved reading success at levels 3-4	Student has achieved reading success at level 6 or above
3 <sup>rd</sup>	Unable or rarely able to demonstrate reading behaviors	Student has achieved reading success at levels A-3	Student has achieved reading success at levels 4-6	Student has achieved reading success above level 6

# Speaking and Listening

## Takes turns speaking

Trimester	1	2	3	4
1 <sup>st</sup> -3 <sup>rd</sup>	Student rarely takes turns speaking.	Student occasionally takes turns speaking	Student consistently takes turns speaking.	Student acts as a role model for taking turns speaking.

## Speaks clearly with correct volume

Trimester	1	2	3	4
1 <sup>st</sup> -3 <sup>rd</sup>	Student rarely speaks clearly with correct volume.	Student occasionally speaks clearly with correct volume.	Student consistently speaks clearly with correct volume.	Student acts as a role model for speaking clearly with correct volume.

## Makes meaningful contributions to group discussions

Trimester	1	2	3	4
1 <sup>st</sup> -3 <sup>rd</sup>	Student rarely makes meaningful contributions to class discussions.	Student sometimes makes meaningful contributions to class discussions.	Student consistently makes meaningful contributions to class discussions.	Student acts as a role model for making meaningful contributions to class discussions.

## Asks questions to gain information

Trimester	1	2	3	4
1 <sup>st</sup> -3 <sup>rd</sup>	Student rarely asks questions to gain information.	Student occasionally asks questions to gain information.	Student consistently asks questions to gain information.	Student acts as a role model for asking questions to gain information.

# Writing

## Uses introduced high-frequency words in writing

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> – 3 <sup>rd</sup>	Student rarely uses introduced high-frequency words in writing.	Student sometimes uses introduced high-frequency words in writing.	Student consistently uses introduced high-frequency words in writing.	Student consistently uses above-grade-level high-frequency words in writing.

## Generates ideas for writing

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> -3 <sup>rd</sup>	Student rarely generates ideas for writing with prompting and support.	Student sometimes generates ideas for writing with prompting and support.	Student consistently generates ideas for writing with prompting and support.	Student consistently and independently generates ideas for writing.

**Uses letters, pictures, and symbols to write for different purposes (narrative, informational and opinion)**

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st</b>	Student is unable to use pictures or symbols to write for different purposes.	Student rarely uses pictures or symbols to write for different purposes.	Student uses pictures or symbols to write for different purposes .	Student consistently uses pictures or symbols to write for different purposes.
<b>2nd</b>	Student is unable to use pictures or symbols to write for different purposes.	Student uses pictures or symbols to write for different purposes .	Student uses pictures, symbols, or letters to write for different purposes.	Student consistently uses pictures, symbols, or letters to write for different purposes.
<b>3rd</b>	Student is unable to use pictures, symbols, or letters to write for different purposes.	Student consistently uses pictures or symbols to write for different purposes.	Student consistently uses pictures, symbols, or letters to write for different purposes.	Student consistently uses pictures, symbols, and letters to write for different purposes.

## **Writes/draws about learned vocabulary**

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st</b>	Student is unable to draw about learned vocabulary.	Student rarely draws about learned vocabulary.	Student draws about learned vocabulary.	Student consistently and independently draws or writes about learned vocabulary.
<b>2nd</b>	Student is unable to draw or write about learned vocabulary.	Students rarely draws or writes about learned vocabulary.	Students draws or writes about learned vocabulary.	Student draws and writes about learned vocabulary.
<b>3rd</b>	Student is unable to draw or write about learned vocabulary.	Students draws or writes about learned vocabulary.	Student draws and writes about learned vocabulary.	Student consistently and independently draws and writes about learned vocabulary.

# Language

**Prints lowercase letters**

**Prints uppercase letters**

Trimester	NS	AS	MS	ES
<b>1st</b>	Prints 3 or fewer letters.	Prints 4-5 letters.	Prints 6-7 letters.	Prints 40+ letters.
<b>2nd</b>	Prints 9 or fewer letters.	Prints 10-12 letters.	Prints 13-14 letters.	Prints 52 letters.
<b>3rd</b>	Prints 39 or fewer letters.	Prints 40 to 41 letters.	Prints 52 letters.	Print 52 letters independently. Student uses uppercase and lowercase letters during writing where appropriate.

**Utilizes writing conventions such as capitalization and punctuation**

Trimester	NS	AS	MS	ES
<b>2<sup>nd</sup> – 3<sup>rd</sup></b>	Student rarely utilizes conventions such as capitalization and punctuation in writing.	Student sometimes utilizes conventions such as capitalization and punctuation in writing.	Student consistently utilizes conventions such as capitalization and punctuation in writing.	Student utilizes writing conventions such as capitalization in proper nouns, capitalization of the pronoun “I,” and the use of all end marks in punctuation.



## Spells simple words phonetically using knowledge of sound/symbol relationships

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student does not spell simple words phonetically using knowledge of sound/symbol relationships.	Student spells some sounds in simple words phonetically using knowledge of sound/symbol relationships.	Student consistently spells all sounds in simple words phonetically using knowledge of sound/symbol relationships.	Student consistently spells complex words phonetically using knowledge of sound/symbol relationships.

## Prints letters from left to right using correct spacing

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student rarely prints letters from left to right and rarely uses appropriate finger spacing.	Student sometimes prints letters from left to right and sometimes uses appropriate finger spacing.	Student consistently prints letters from left to right and consistently uses appropriate finger spacing.	Student consistently and independently prints letters from left to right and consistently and independently uses appropriate finger spacing.

# Mathematics

## Able to count 0-25

Trimester	NS	AS	MS	ES
1 <sup>st</sup> -3 <sup>rd</sup>	Student is not able to rote count numbers 0-25.	Student is able to rote count numbers 0-25 with partial accuracy.	Student is able to rote count numbers 0-25 correctly.	Student is able to rote count numbers 0-50 correctly.

## Able to count 26-50

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> -3 <sup>rd</sup>	Student is not able to rote count numbers 0-50.	Student is able to rote count numbers 0-50 with partial accuracy.	Student is able to rote count numbers 0-50 correctly.	Student is able to rote count numbers 0-100 correctly.

## Able to count 51-100

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student is not able to rote count numbers 0-100.	Student is able to rote count numbers 0-100 with partial accuracy.	Student is able to rote count numbers 0-100 correctly.	Student is able to rote count numbers up to 130.

## Writes numbers 0-20

Trimester	NS	AS	MS	ES
1 <sup>st</sup>	Student is unable to print numbers 0-20.	Student is able to print numbers 0 to 5.	Student is able to print numbers 0 to 9.	Student is able to print numbers 0 to 15.
2 <sup>nd</sup>	Student is unable to print numbers 0-20.	Student is able to print numbers 0 to 9.	Student is able to print numbers 0 to 15.	Student is able to print numbers 0-20.
3 <sup>rd</sup>	Student rarely print numbers 0-20.	Student is able to print numbers 0 to 15.	Student is able to print numbers 0-20.	

## Counts to tell the number of objects

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student does not demonstrate 1-to-1 correspondence in counting objects 1-10.	Student demonstrates 1-to-1 correspondence in counting objects 1-10 with partial accuracy.	Student demonstrates 1-to-1 correspondence in counting objects 1-10 with accuracy.	Student demonstrates 1-to-1 correspondence in counting objects 1-20 with accuracy.

## Compares the number of objects in a group by using matching and counting strategies

Trimester	1	2	3	4
3 <sup>rd</sup>	Student rarely compares the number of objects in a group by using matching and counting strategies.	Student sometimes compares the number of objects in a group by using matching and counting strategies.	Student compares the number of objects in a group by using matching and counting strategies.	Student consistently and independently compares the number of objects in a group by using matching and counting strategies.

## Demonstrates ability to count on

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student rarely understands concept of counting on.	Student sometimes understands concept of counting on.	Student consistently understands concept of counting on.	Student understands and applies concept of counting on.

## Demonstrates fluency of addition up to 5

Trimester	1	2	3	4
2nd – 3 <sup>rd</sup>	<p>Student rarely understands concepts of addition such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student sometimes understands concepts of addition such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student consistently understands concepts of addition such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student applies concepts of addition to numbers up to 10, such as:</p> <ul style="list-style-type: none"> <li>• Using mental images or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>

## Demonstrates fluency of subtraction within 5

Trimester	NS	AS	MS	ES
2nd- 3 <sup>rd</sup>	<p>Student rarely understands concepts of subtraction such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student sometimes understands concepts of subtraction such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student consistently understands concepts of subtraction such as</p> <ul style="list-style-type: none"> <li>• Using objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>	<p>Student applies concepts of subtraction to numbers within 10, such as:</p> <ul style="list-style-type: none"> <li>• Using mental images or equations,</li> <li>• Solving word problems,</li> <li>• And the relationship between addition and subtraction.</li> </ul>

## Performs concepts using a 10-frame

Trimester	NS	AS	MS	ES
2 <sup>nd</sup> – 3 <sup>rd</sup>	Student rarely understands concept of a 10-frame.	Student sometimes understands concept of a 10-frame.	Student consistently understands concept of a 10-frame.	Student understands and applies concept of a 10-frame.

## Composes and decomposes numbers from 2-10 into two groups

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student rarely composes and decomposes numbers from 2 to 10 into two groups.	Student sometimes composes and decomposes numbers from 2 to 10 into two groups.	Student consistently composes and decomposes numbers from 2 to 10 into two groups.	Student understands and applies how to compose and decompose numbers from 2 to 10 into two groups.



## Composes and decomposes numbers from 11-19 into tens and ones

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student rarely composes and decomposes numbers from 11 to 19 into tens and ones.	Student sometimes composes and decomposes numbers from 11 to 19 into tens and ones.	Student consistently composes and decomposes numbers from 11 to 19 into tens and ones.	Student understands and applies how to compose and decompose numbers from 11 to 19 into tens and ones.

## Describes and compares measurable attributes (shorter, longer, heavier, lighter)

Trimester	1	2	3	4
3 <sup>rd</sup>	Student rarely describes and compares measurable attributes.	Student sometimes describes and compares measurable attributes.	Student consistently describes and compares measurable attributes.	Student describes, compares, and applies measurable attributes to real life situations.

## Classifies objects into categories

Trimester	1	2	3	4
3 <sup>rd</sup>	Student rarely classifies objects into categories.	Student sometimes classifies objects into categories.	Student consistently classifies objects into categories.	Student classifies and compares objects in categories.

## Names and describes basic shapes

Trimester	NS	AS	MS	ES
2nd-3 <sup>rd</sup>	<p>Student rarely names and describes basic shapes, such as:</p> <ul style="list-style-type: none"> <li>● circle</li> <li>● rectangle</li> <li>● square</li> <li>● triangle</li> <li>● hexagon</li> <li>● rhombus</li> </ul>	<p>Student sometimes names and describes basic shapes, such as:</p> <ul style="list-style-type: none"> <li>● circle</li> <li>● rectangle</li> <li>● square</li> <li>● triangle</li> <li>● hexagon</li> <li>● rhombus</li> </ul>	<p>Student consistently names and describes basic shapes, such as:</p> <ul style="list-style-type: none"> <li>● circle</li> <li>● rectangle</li> <li>● square</li> <li>● triangle</li> <li>● hexagon</li> <li>● rhombus</li> </ul>	<p>Student consistently names and describes basic shapes, regardless of their orientations and overall size, such as:</p> <ul style="list-style-type: none"> <li>● circle</li> <li>● rectangle</li> <li>● square</li> <li>● triangle</li> <li>● hexagon</li> <li>● rhombus</li> </ul>

## Names and describes 3-D shapes

Trimester	NS	AS	MS	ES
2nd-3 <sup>rd</sup>	<p>Student rarely names and describes 3-D shapes, such as:</p> <ul style="list-style-type: none"> <li>● cube</li> <li>● cone</li> <li>● cylinder</li> <li>● sphere</li> </ul>	<p>Student sometimes names and describes 3-D shapes, such as:</p> <ul style="list-style-type: none"> <li>● cube</li> <li>● cone</li> <li>● cylinder</li> <li>● sphere</li> </ul>	<p>Student consistently names and describes 3-D shapes, such as:</p> <ul style="list-style-type: none"> <li>● cube</li> <li>● cone</li> <li>● cylinder</li> <li>● sphere</li> </ul>	<p>Student consistently names and describes 3-D shapes, regardless of their orientations and overall size, such as:</p> <ul style="list-style-type: none"> <li>● cube</li> <li>● cone</li> <li>● cylinder</li> <li>● sphere</li> </ul>

**Describes position of objects in the environment (above, below, beside, in front of, behind, and next to)**

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	Student rarely describes position of objects in the environment.	Student sometimes describes position of objects in the environment.	Student describes position of objects in the environment.	Student consistently and independently describes position of objects in the environment.

**Analyzes, compares, creates, and composes shapes**

Trimester	NS	AS	MS	ES
3 <sup>rd</sup>	<p>Student rarely <b>analyzes, compares, creates, and composes shapes such as</b></p> <ul style="list-style-type: none"> <li>• Squares</li> <li>• Circles</li> <li>• Triangles</li> <li>• Rectangles</li> <li>• Hexagons</li> <li>• Cubes</li> <li>• Cones</li> <li>• Cylinders</li> <li>• Spheres</li> </ul>	<p>Student sometimes <b>analyzes, compares, creates, and composes shapes such as</b></p> <ul style="list-style-type: none"> <li>• Squares</li> <li>• Circles</li> <li>• Triangles</li> <li>• Rectangles</li> <li>• Hexagons</li> <li>• Cubes</li> <li>• Cones</li> <li>• Cylinders</li> <li>• Spheres</li> </ul>	<p>Student consistently <b>analyzes, compares, creates, and composes shapes such as</b></p> <ul style="list-style-type: none"> <li>• Squares</li> <li>• Circles</li> <li>• Triangles</li> <li>• Rectangles</li> <li>• Hexagons</li> <li>• Cubes</li> <li>• Cones</li> <li>• Cylinders</li> <li>• Spheres</li> </ul>	<p>Student <b>analyzes, compares, creates, and composes above-grade-level geometric shapes such as</b></p> <ul style="list-style-type: none"> <li>• <b>Rhombi</b></li> <li>• <b>Rectangular prisms</b></li> <li>• <b>Pyramids</b></li> </ul>

# Science

**Asks questions that can be investigated through observations combined with scientific information**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> ask questions that can be investigated through observations combined with scientific information.	Student is <b>beginning to</b> ask questions that can be investigated through observations combined with scientific information.	Student asks questions that can be investigated through observations combined with scientific information.	Student <b>consistently</b> asks questions that can be investigated through observations combined with scientific information that demonstrates, applies, and extends key concepts, processes and skills <b>beyond grade level standards.</b>

**Uses evidence (observations, data) to develop reasonable explanations**

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>does not</b> use evidence (observations, data, etc.) to develop reasonable explanations.	Student is <b>beginning to</b> use evidence (observations, data, etc.) to develop reasonable explanations.	Student uses evidence (observations, data, etc.) to develop reasonable explanations.	Student <b>consistently</b> uses evidence (observations, data, etc.) to develop reasonable explanations by demonstrating, applying, and extending key concepts, processes and skills <b>beyond grade level standards.</b>

**Communicates arguments or statements of scientific investigations  
(drawing, writing, content, vocabulary, graphing)**

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st – 3<sup>rd</sup></b>	Student <b>does not</b> communicate arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student is <b>beginning to</b> communicate arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student communicates arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing)	Student <b>consistently</b> communicates arguments or statements of scientific investigations (drawing, writing, content, vocabulary, graphing) by demonstrating, applying, and extending key concepts, processes and skills <b>beyond grade level standards.</b>

**Applies science and engineering practices**

<b>Trimester</b>	<b>NS</b>	<b>AS</b>	<b>MS</b>	<b>ES</b>
<b>1st – 3<sup>rd</sup></b>	Student <b>does not</b> apply science and engineering practices.	Student is <b>beginning to</b> apply science and engineering practices.	Student applies science and engineering practices.	Student <b>consistently</b> applies science and engineering practices by demonstrating, applying , and extending key concepts, processes and skills <b>beyond grade level standards.</b>

# Social Studies

## Demonstrates understanding of concepts, content, and vocabulary

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> demonstrates understanding of concepts, content, and vocabulary.	Student <b>sometimes</b> demonstrates understanding of concepts, content, and vocabulary.	Student <b>consistently</b> demonstrates understanding of concepts, content, and vocabulary.	Student acts as a <b>role model</b> in demonstrating understanding of concepts, content, and vocabulary.

## Interprets maps, charts, graphs, and nonfiction text features to draw conclusions

Trimester	NS	AS	MS	ES
2nd – 3 <sup>rd</sup>	Student <b>rarely</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student <b>sometimes</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student <b>consistently</b> interprets maps, charts, graphs, and nonfiction text features to draw conclusions.	Student acts as a <b>role model</b> for interpreting maps, charts, graphs, and nonfiction text features to draw conclusions.

## Applies knowledge to classroom discussions and activities

Trimester	NS	AS	MS	ES
1st – 3 <sup>rd</sup>	Student <b>rarely</b> applies knowledge to classroom discussions and activities.	Student <b>sometimes</b> applies knowledge to classroom discussions and activities.	Student <b>consistently</b> applies knowledge to classroom discussions and activities.	Student acts as a <b>role model</b> for applying knowledge to classroom discussions and activities.

## Explains orally or in writing how past events impact the present

Trimester	NS	AS	MS	ES
2nd – 3 <sup>rd</sup>	Student <b>rarely</b> explains orally or in writing how past events impact the present.	Student <b>sometimes</b> explains orally or in writing how past events impact the present.	Student <b>consistently</b> explains orally or in writing how past events impact the present.	Student acts as a <b>role model</b> for explaining orally or in writing how past events impact the present.