



2023/2024
Lindbergh Elementary
Kindergarten
Priority Standards and Proficiency Scales

Reading	
Reading Foundations	• Letter Names • Concepts of Print • Phonemic Awareness • Phonics and Decoding
Fiction	• Story Elements
Nonfiction	• Main Idea/Details

Reading Foundations: Letters Names	
• K.RF.1.A.a: Identifying all upper and lower case letters in print.	
4.0 (EE)	<i>Examples could include:</i> ☐ N/A
3.0 (ME)	<i>The student will:</i> ☐ Identify and name all uppercase letters ☐ Identify and name all lowercase letters
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>uppercase, capital, and lowercase</i> • Can find a given uppercase (capital) letter (Given a sheet of random uppercase letters, say, find the C.) • Can find lowercase letters (Given a sheet of random lowercase letters, say, find the c.) • Identify if a letter is uppercase or lowercase when shown individual letters • Recognize letters in first and last name
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Foundations: Concepts of Print	
• RF.1A.K.c: Demonstrating that books are read left to right, top to bottom. • RF.1A.K.f: Matching written words with spoken words when reading.	
4.0 (EE)	<i>Examples could include:</i> ☐ N/A
3.0 (ME)	<i>The student will:</i> ☐ Identifies the front and back cover ☐ Demonstrate that books are read left to right ☐ Demonstrate that books are read from top to bottom and page by page ☐ Recognizes the difference between a word and letter in a book ☐ Match written words with spoken words when reading (one to one)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>front cover, back cover, title, page, word, space</i> • Approximate pointing while reading • Understand words consist of individual sounds (phonemes) • Understand sounds are represented by letters
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Foundations: Phonemic Awareness	
RF.2A.K Develop phonemic awareness in the reading process by: ○ RF.2A.K.a Identifying sounds in spoken words. ○ RF.2A.K.b: Producing rhymes in response to spoken words ○ RF.2A.K.c: Tell the difference between rhyming pairs and non rhyming pairs of words spoken aloud. ○ RF.2A.K.e: Blending spoken onsets and rimes to form simple words. ○ RF.2A.K.f: Blending spoken phonemes to form one syllable words. ○ RF.2A.K.g: Isolating the initial, medial, and final sounds in spoken words ○ RF.2A.K.h: Segmenting spoken words into two or three phonemes.	
4.0 (EE)	<i>Examples could include:</i> ☐ Producing and identifying sounds and syllables in spoken words ☐ Distinguishing between long and short vowel sounds ☐ Recognizing the change in a spoken word when a specific phoneme is added, changed, or removed
3.0 (ME)	<i>The student will:</i> ☐ Tell the difference between rhyming and non-rhyming words when spoken aloud ☐ Blend spoken onset and rimes to form simple words ☐ Identify sounds in spoken words ☐ Produce rhymes in response to spoken words ☐ Blend spoken phonemes to form one-syllable words ☐ Segmenting spoken words into two or three phonemes ☐ Isolating the initial, medial, and final sounds in spoken words
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> ● Recall and recognize terms: <i>sound, word, rhyme, same, different</i> ● Understand words are made up of sounds (phonemes) ● Count words in a sentence ● Count syllables in spoken words
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Reading Foundations: Phonics and Decoding	
• K.RF.3.A.a: Naming and writing letter(s) for most short vowel and consonant sounds. • K.RF.3.A.b: Reading high frequency words. • K.RF.3.A.c: Blending letter sounds to decode simple words. • K.RF.3.A.d: Recognizing that new words can be created when letters are changed, added, or deleted and using letter sound knowledge to write simple messages and sounds.	
4.0 (EE)	<i>Examples could include:</i> ☐ Write district issued high-frequency words ☐ Blending spoken phonemes to form one - or two - syllable words including consonant blends, digraphs ☐ Segmenting spoken words of three to five phonemes into individual phonemes
3.0 (ME)	<i>The student will:</i> ☐ Produce consonant sounds when presented with the letter (18/18 sounds) ☐ Produce short vowel sound when presented with the letter (5/5 sounds) ☐ Write consonant when presented with the sound ☐ Write short vowel when presented with the sound ☐ Read all taught high-frequency words ☐ Blend letter sounds to decode simple words (CVC) ☐ Recognize that new words can be created when letters are changed, added, or deleted
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>vowel, consonant, sound, blending</i> • Identify high-frequency words in text • Know 12/18 consonant sounds • Know 3/5 short vowel sounds
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Fiction: Story Elements	
K.R.2.A With assistance read, infer and draw conclusions to: a. identify elements of a story, including setting, character, and key events b. retell a main event from a story read aloud and/or familiar stories that students have previously read.	
4.0 (EE)	<i>Examples could include:</i> ☐ Reads and comprehensions a fiction story above grade level ☐ Makes inferences based on text and illustrations ☐ Compares and contrasts two characters experiences
3.0 (ME)	<i>The student will:</i> ☐ Identify the setting ☐ Identify characters in the story ☐ Retell in sequence the key events from read alouds and familiar stories
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Recall and recognize terms: <i>setting, character, key events, beginning, middle, and end</i> - Answer basic questions about the text - Uses illustrations to comprehend the story - Recognize fiction is an invented story, usually narrative - Notice and interpret details from text and pictures
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Nonfiction: Main Idea/Details	
K.R.3.C.a, c and d: With assistance read, infer and draw conclusions to: ○ Ask and answer questions to clarify meaning. ○ Name the main topic and recall key details of the text ○ Ask and answer questions about unknown words.	
4.0 (EE)	<i>Examples could include:</i> ❑ Reads and comprehends informational text above grade level ❑ Makes inferences based on text and illustrations ❑ Identifies basic similarities between two texts on the same topic ❑ Describes the connection between two individuals, events, ideas or pieces of information
3.0 (ME)	<i>With assistance the student will:</i> ❑ Ask and answer questions about the text ❑ Identify the main topic ❑ Recall key details or facts from the text
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> ● Recall and recognize terms: <i>nonfiction, fact, main idea, key details</i> ● Understand that nonfiction texts include facts ● Understand authors have a purpose for writing the text ● Use illustrations to comprehension the text ● Notice and interpret details from text and pictures
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Writing	
Writing Process	• Drafting • Revising and Editing
Language and Grammar	• Conventions • Spelling

Writing Process: Drafting	
K.W.1.A.a Follow a writing process, with assistance, to generate a writing plan through using pictures, oral language or written letters, and/or words K.W.1.B.a Appropriate to genre type, develop a draft from prewriting by sequencing (beginning, middle, end) the actions or details through letters, words, and pictures	
4.0 (EE)	<i>Examples could include:</i> • Generates a writing piece using pictures, and sentences independently which someone else can read • Use many details in pictures and describing words in the story • Use linking words to indicate beginning/middle/end • Generate evidence of a simple opening and simple closing
3.0 (ME)	<i>The student will:</i> ☐ Develop a writing piece ☐ Actions or details are sequenced (beginning, middle, end) if it is appropriate to the type of writing ☐ Writer uses letters, words and/or pictures
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recognize and recall terms: <i>story, details, writing pictures, letters, words, draft, beginning, middle, end, first, next, then, last, sequencing</i> • Choose one topic to write about • Tell a story • Tell, write or draw events in the order they occurred • Create a writing piece using scribbles, random letters, and/or early letter-sound knowledge to represent ideas (teacher note: Ehri's phases)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Writing Process: Revising and Editing	
K.W.1.C.a Reread, revise, and edit drafts with assistance from adults/peers to respond to questions and suggestions, adding details to strengthen writing K.W.1.C.b Reread, revise, and edit drafts with assistance from adults/peers to edit by leaving spaces between words in a sentence	
4.0 (EE)	<i>Examples could include:</i> • Reread, revise and edit independently • Correctly edits spacing between words consistently • Edits to identify incorrectly spelled high frequency words • Edits to add ending punctuation
3.0 (ME)	<i>The student will:</i> With assistance from adults/peers, return to a draft to: ☐ Reread their own writing ☐ Add on to words or pictures
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recognize and recall terms: <i>reread, revise, draft, edit, spaces, words, add</i> • Use tools (sound/word wall, ABC chart, environmental print) to help them spell • Experiment with letter writing (e.g., makes marks and some familiar letters and symbols; asks what they just wrote) • Tell others about intended meaning of drawings and writing • Add on to a picture • Count words in a sentence (phonological awareness; prerequisite skill for spacing)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language and Grammar: Conventions	
• K.L.1.B.a In written text: print in upper and lower case letters • K.L.1.B.c Capitalize own first and last name • K.L.1.B.d Capitalize first word in a sentence • K.L.1.B.d Capitalize the pronoun I	
4.0 (EE)	<i>Examples could include:</i> • Print legibly, using correct spacing between words and sentences • Use ending punctuation • Capitalize the first letter of others' first and last names
3.0 (ME)	<i>The student will:</i> ☐ Print upper and lower case letters in written pieces ☐ Capitalize own first and last name ☐ Capitalize first word in a sentence ☐ Capitalize the pronoun I
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>Capital, uppercase, lowercase, letter</i> • Write lowercase letters in isolation • Write uppercase letters in isolation • Write first name (can use a combination of capital and lowercase letters) • Write last name (can use a combination of capital and lowercase letters)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Language and Grammar: Spelling	
• K.L.1.B.f In written text: write and name printed letters that match the sound • K.L.1.B.g In written text: use inventive spelling with beginning, final and medial sounds • K.L.1.B.i Use correct spelling of own first and last name	
4.0 (EE)	<i>Examples could include:</i> • Spell words using regular spelling patterns • Spell words phonetically using more complex phonemic awareness and spelling knowledge (ie. blends, digraphs)
3.0 (ME)	<i>The student will:</i> ☐ Use phonetic spelling in a written text ☐ Beginning sound ☐ Final sound ☐ Medial sound ☐ Use correct spelling of first and last name
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>letter, sound, beginning, middle, end</i> • Name letters that represent specific speech sounds (consonants and short vowels) • Represent words with random letters or onset sounds only • Write printed letters that match letter sounds
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Kindergarten Math Proficiency Scales

Number Sense	• Comparing Numbers • Counting, Reading and Writing Numbers • Making and Taking Apart Groups of Numbers • Addition • Subtraction
Geometry	• Shapes
Data	• Sorting Objects and Graphs
Measurement	• Time • Money

Number Sense: Comparing Numbers	
K.NS.C Compare two or more sets of objects and compare two numerals, between 1 and 10, and determine which is more than or less than the other.	
4.0 (EE)	<i>Examples could include:</i> • Order quantities in the range of 11-20 from least to greatest or greatest to least • Compare quantities larger than 10
3.0 (ME)	<i>The student will:</i> ☐ Compare two or more sets of objects and identify which set is equal to, more than or less than the other ☐ Compare two written numerals, between 1 and 10, and determine which is more than or less than the other ☐ Recognize and compare, without counting, the quantity of groups of up to five objects arranged in common patterns (subitize) ☐ Order quantities in the range of 1-10 from least to greatest or greatest to least
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>count, greater, greater than, less, less than, equal to, same as, fewer, fewer than, more than, match, number, order and balance</i> • Count objects up to 10 • Understand that a number of objects in a set is the same regardless of their arrangement
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Sense: Counting, Reading and Writing Numbers	
K.NS.A Know number names and count sequence K.NS.B Understand the relationship between numbers and quantities; connect counting to cardinality	
4.0 (EE)	<i>Examples could include:</i> - Count to 120, starting at any number less than 100, by 1's and 10's - Count to 100 by 5's - Count backward starting at a given number between 11-100 - Create groups of 5 or 10 to count larger groups of objects between 50 and 100 - Count backwards beginning from a given number between 1-20
3.0 (ME)	<i>The student will:</i> ☐ Recognize numbers and counts groups of objects within 0-10 ☐ Recognize numbers and counts groups of objects within 11-20 ☐ Recognize numbers and counts groups of objects within 21-30 ☐ Verbally count to one hundred by ones, beginning at one ☐ Verbally count to one hundred by tens, beginning at ten ☐ Count forward beginning from a given number between 1-20 ☐ Count backwards beginning from a given number between 1-10 ☐ Write numerals that represent a number of objects from 0-20
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Recall and recognize terms: <i>count, number, numerals, forward, backward, ones, and tens</i> - Recognize and write numbers 0-5 - Demonstrate one to one correspondence within numbers 0-5 - Organize objects so that they can be counted easily - Understand 0 means no objects or nothing - Demonstrate that each successive number name refers to a quantity that is one larger than the previous number
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense: Making and taking apart groups of numbers	
K.NBT.A Compose and decompose numbers from 1 to 20 into sets of tens with additional ones	
4.0 (EE)	<i>Examples could include:</i> • Order quantities in the range of 11-20 from least to greatest or greatest to least • Compare quantities larger than 10
3.0 (ME)	<i>The student will:</i> ☐ Make numbers up to 10 using a ten frame, blocks, or math rack in two groups ☐ Take apart numbers up to 10 using a ten frame, blocks, or math rack in two groups ☐ Make numbers from 11 to 20 into a set of ten with additional ones ☐ Take apart numbers from 11 to 20 into a set of ten with additional ones
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>tens, ones, put together, take apart, compose, break apart, decompose, equal, equations, number, part and whole</i> • Know number names and count sequences • Explain that numbers can be made of smaller numbers (ex. When given a set of 8 objects, divide the objects into two smaller groups of 5 objects and 3 objects)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Geometry: Shapes	
K.GM.A Reason with shapes and their attributes	
4.0 (EE)	<i>Examples could include:</i> • Can recognize other 2D shapes (trapezoid, hexagon, pentagon, octagon) • Can recognize 3D shapes (cube, cylinder, sphere and cone) • Can count sides and corners of 3D shapes
3.0 (ME)	<i>The student will:</i> ☐ Identify 2D shapes (triangle, square, rectangle, circle) ☐ Count sides and corners of 2D shapes ☐ Compare 2D shapes and know they can vary in size and orientation
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>attribute, corner, equal corners, equal sides, flat, side, straight, round</i> • Understand and describe measurable attributes (ex: longer, shorter, taller, smaller, same length)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Number Sense: Addition	
K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from	
4.0 (EE)	<i>Examples could include:</i> • Use addition with a sum up to 20 to solve problems • Add three numbers with a sum up to 20 • Determine if an equation involving addition is true or false • Determine the unknown whole number in an addition equation relating three whole numbers ($2 + _ = 5$) • Use fact families to add (Change the order of addends and get the same sum)
3.0 (ME)	<i>The student will:</i> ☐ Understand addition as putting groups together or adding to a group ☐ Solve addition problems with numbers within 10 using objects or pictures
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>addition, putting together, adding to, plus, equal</i> • Put two groups of objects into one group and count how many in all. (ex. 2 red cubes and 3 blue cubes is 5 cubes in all)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Number Sense: Subtraction	
K.RA.A Understand addition as putting together or adding to, and understand subtraction as taking apart or taking from	
4.0 (EE)	<i>Examples could include:</i> • Determine the unknown whole number in a subtraction equation relating three whole numbers (5-__=2) • Use place value understanding to subtract (Ex. 10 less than 50 is 40 and 10 more than 50 is 60) • Use fact families to subtract
3.0 (ME)	<i>The student will:</i> ☐ Understand subtraction as taking apart a group or taking from the group ☐ Solve subtraction problems with numbers 10 or less using objects or pictures
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and Recognize terms: <i>subtraction, taking apart and taking from, minus, equal</i> • Take away from a group of objects and count what is left. (ex. 5 cubes take away 3 cubes leaves 2 cubes remaining)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Data: Sorting Objects & Graphing	
K.DS.A Classify objects and count the number of objects in each category (categorizing data)	
4.0 (EE)	<i>Examples could include:</i> • Create a graph based on collected data (picture graph, object graph, T-chart, or tally chart) • Create their own category to classify objects and then count how many objects in each category • Draw conclusions from data collected
3.0 (ME)	<i>The student will:</i> ☐ Sort objects into given categories ☐ Count the number of objects in each category and represent on a simple graph ☐ Can interpret a simple graph (greater than, less than, and equal to)
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>classify, different, similar, sort, greater than, less than, and equal to</i> • Describe attributes of an object (ex: color, shapes, size) • Identify similarities and differences in objects
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Measurement: Time	
K.GM.B Demonstrate an understanding of concepts of time and devices that measure time.	
4.0 (EE)	<i>Examples could include:</i> - Identify and explain a list of personal activities completed in a sequence as it applies to their own life (ex: yesterday I..., today I..., tomorrow I will...) - Tell time to the hour or half hour
3.0 (ME)	<i>The student will:</i> ☐ Name the days of the week in order ☐ Name the four seasons ☐ Know birthday
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> - Recall and recognize terms: <i>clock, calendar, morning, afternoon, evening, first, second, third, next, last, analog, and digital.</i> - Sequence the events of a day (breakfast in the morning, dinner at night)
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Measurement: Money	
K.GM.B Demonstrate the understanding of monetary units. (identifying)	
4.0 (EE)	<i>Examples could include:</i> • Identify the value of coins • Make simple coin combinations
3.0 (ME)	<i>The student will:</i> ☐ Identify pennies ☐ Identify nickels ☐ Identify dimes ☐ Identify quarters
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>coin, cents, penny, nickel, dime and quarter.</i> • Can sort coins by any attribute
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Science	
Physical Science	• Plants and Animals
Earth Science	• Sun, Shade and Weather
Life Science	• Push and Pull

Life Science: Plants and Animals	
• K.L.S1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive. • K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
4.0 (EE)	• The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Identify what plants and animals needs ☐ Understand plants and animals adapt to their environment in order to survive.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>plant, animal, needs, water, food, sunlight</i> • Knows the difference between plants and animals. • Knows that plants and animals are living things.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Earth Science: Sun, Shade and Weather	
• K.P.S3.A.1 Make observations to determine the effect of sunlight on Earth's surface. • K.ESS1.B.1 Make observations during different seasons to relate the amount of daylight to the time of year. • K.E.SS2.D.1 Use and share observations of local weather conditions to describe patterns over time.	
4.0 (EE)	• The student has checked all of the boxes in the "Mastery" section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Compare the warmth of Earth materials placed in sunlight and the same Earth materials placed in shade ☐ Explain that sunlight warms Earth's surface ☐ Explain that the amount of daylight in a given day is more or less dependent on the season ☐ Graph local weather conditions by describing in terms of condition and temperature (e.g., sunny, snowy, cloudy, rainy, windy, cold, cool, warm, hot) with assistance
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>observation, shade, sunlight, surface, temperature, seasons, daylight, cold, cool, warm, hot, sunny, snowy, cloudy, rainy, windy</i> • Can dress appropriately for the weather. • Can locate where the sun is. • Knows the 4 seasons.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Physical Science- Push and Pull	
● K.PS2.A.1 Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	
4.0 (EE)	● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ❑ Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> ● Recall and recognize terms: <i>compare, direction, force, motion, move, object, strength, pull, and push, forward, backward.</i> ● Understand pushes and pulls can have different strengths and directions ● Give example of a push or pull
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Life Science: Plants and Animals	
• K.L.S1.C.1 Use observations to describe patterns of what plants and animals (including humans) need to survive. • K.ESS3.A.1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	
4.0 (EE)	• The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Identify what plants and animals needs ☐ Understand plants and animals adapt to their environment in order to survive.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recall and recognize terms: <i>plant, animal, needs, water, food, sunlight</i> • Knows the difference between plants and animals. • Knows that plants and animals are living things.
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Social Studies	
Government	• Laws and Rules • Solving Disputes Peacefully
Geography	• Maps
History	• Cultural Characteristics of Classmates and Family
Economics	• Needs and Wants

Government: Laws and Rules	
• K.GS.1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States ◦ K.GS.1.A Identify reasons for making rules within the school. • K.GS.2. Knowledge of principles of governance systems ◦ K.GS.2.C.Describe why groups need to make decisions and how those decisions are made in families and classrooms.	
4.0 (EE)	• The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Identify reasons for making rules within the school ☐ Describe why groups need to make decisions and how those decisions are made in families and classrooms
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recognize and recall terms: <i>rules</i> • Participate in decision-making • Help make decisions at home • Understand the rights of myself and my classmates • Describe the traits of leaders at home and school
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Government: Solving Disputes Peacefully	
● K.H.6.B Explain how to resolve disputes peacefully in the classroom and on the playground.	
4.0 (EE)	● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Explain how to resolve disputes peacefully in the classroom and on the playground
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> ● Recognize and recall specific terminology including: peacefully, disputes ● Recall and share examples of a past dispute
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

Geography: Maps

- **K.SS.5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment**
 - **K.SS.5.A. With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc.**

4.0 (EE)	● The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ With assistance, read, construct, and use maps of familiar places such as the classroom, the home, the bedroom etc. ☐ Use position words to describe features on a map
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> ● Recognize and recall terms: <i>map, key, next to, between, beside</i> ● Describe and identify a map and its uses ● Find my way using a map ● Use position words to describe locations
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

History: Cultural Characteristics of Classmates and Family	
• K.H.6. Knowledge of relationships of individual and groups to institutions and cultural traditions ○ K.H.6.A- Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.	
4.0 (EE)	• The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress and traditions.
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recognize and recall terms: <i>celebrations, customs, holidays, traditions, and artistic expression</i> • Share stories related to your family traditions
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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Economics: Needs and Wants	
• K.SS.4 Knowledge of economic concepts and principals ◦ K.SS.4.A Describe examples of needs and wants and scarcity within your family and school.	
4.0 (EE)	• The student has checked all of the boxes in the “Mastery” section and shows a deep understanding of those concepts.
3.0 (ME)	<i>The student will:</i> ☐ Describes examples of needs and wants within your family and school ☐ Describes examples of scarcity within your family
2.5 (NM)	No major errors or omissions regarding score 2.0 content and partial success at score 3.0.
2.0 (SD)	<i>The student will:</i> • Recognize and recall terms: <i>needs, wants, scarcity</i> • Understand that people have and express needs and wants • Understand there are limited resources
1.0 (AC)	With support, not assessing grade level content at this time; partial understanding with extensive teacher support; significant growth needed

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