

Kindergarten Report Card Rubric		Parent Edition			
The performance levels below are used to reflect the learner's progress towards meeting each Standard.					
The levels are:					
3	The learner is meeting grade level expectations for this point in the school year. Performance is characterized by thorough understanding of concepts and skills.				
2	*The learner is progressing toward grade level expectations for this point in the school year. Performance is characterized by the ability to apply skills expected at this point in the school year with increasing success. Performance varies regarding accuracy, quality, and level of support needed.				
1	**The learner is not yet meeting grade level expectations for this point in the school year. At this time performance does not yet demonstrate understanding of basic concepts and skills expected at this point in the school year. Performance is inconsistent even with guidance and support.				
	Not assessed during trimester.				
	*Prompting and Support: The student needs guidance and support to successfully engage in tasks aligned to this standard. The teacher asks questions and offers prompting and feedback to help the student engage appropriately and effectively with tasks, and to successfully complete tasks.		**With Teacher Assistance: The teacher has to physically or verbally assist the student in order for the student to engage successfully in tasks aligned to this standard.		
MATHEMATICS					
	Trimester 1		Trimester 2		Trimester 3
Counting and Cardinality					
Counts to 100 by 1's and 10's					
3	Learner can consistently count to 20 by tens and ones.		Learner can consistently count to 50 by tens and ones.		Learner can consistently count to 100 by tens and ones.
2	With prompting and support, learner can count to 20 by tens and ones.		With prompting and support, learner can count to 50 by tens and ones.		With prompting and support, learner can count to 100 by tens and ones.
1	With teacher assistance, learner can practice counting to 20 by tens and ones.		With teacher assistance, learner can practice counting to 50 by tens and ones.		With teacher assistance, learner can practice counting to 100 by tens and ones.
Represent a number of objects with a written numeral 0-20					
3	Learner is consistently successful selecting or writing a numeral to correctly match any given quantity of objects 0-10.		Learner is consistently successful selecting or writing a numeral to correctly match any given quantity of objects 0-15.		Learner is consistently successful selecting or writing a numeral to correctly match any given quantity of objects 0-20.
2	With prompting and support, learner is able to write or select numerals to match quantities 0-10.		With prompting and support, learner is able to write or select numerals to match quantities 0-15		With prompting and support, learner is able to write or select numerals to match quantities 0-20
1	With teacher assistance, learner is able to write or select numerals to match quantities 0-10.		With teacher assistance, learner is able to write or select numerals to match quantities 0-15		With teacher assistance, learner is able to write or select numerals to match quantities 0-20

Understand that the last number name said tells the number of objects counted regardless of the arrangement of the objects.					
<p style="text-align: center;">3</p>	<p>Given 5 objects in any configuration, the student can independently do the following:</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student can instantly recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 5-10 objects in any configuration, the student can independently do the following:</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student can instantly recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 5-15 objects in any configuration, the student can independently do the following:</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student can instantly recognize sets of 1, 2, 3, 4 or 5 objects (subitize)</p>		
<p style="text-align: center;">2</p>	<p>Given 5 objects in any configuration, the student can do the following with prompting and support</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student is not yet consistently able to recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 5-10 objects in any configuration, the student can do the following with prompting and support:</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student is not yet consistently able to recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 10-15 objects in any configuration, the student can do the following with prompting and support:</p> <ol style="list-style-type: none"> 1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time 2) Say the # names in standard order 3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?" <p>Additionally: Student is not yet consistently able to recognize sets of 1, 2, 3, 4 or 5 objects (subitize)</p>		

<p style="text-align: center;">1</p>	<p>Given 5 objects in any configuration, the student can do the following with teacher assistance</p> <p>1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time</p> <p>2) Say the # names in standard order</p> <p>3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?"</p> <p>Additionally: Student is not yet consistently able to recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 5-10 objects in any configuration, the student can do the following with teacher assistance:</p> <p>1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time</p> <p>2) Say the # names in standard order</p> <p>3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?"</p> <p>Additionally: Student is not yet consistently able to recognize sets of 1, 2 or 3 objects (subitize)</p>	<p>Given 10-15 objects in any configuration, the student can do the following with teacher assistance:</p> <p>1) Count & keep track of items so that each item is paired with only 1 number, and so that all items are counted exactly one time</p> <p>2) Say the # names in standard order</p> <p>3) Without recounting the same group of rearranged objects, correctly answer the question, "how many (objects) are there?"</p> <p>Additionally Student is not yet consistently able to recognize sets of 1, 2, 3, 4 or 5 objects (subitize)</p>		
<p>Count to answer "how many?" questions about as many as 20 things arranged in various ways</p>					
<p style="text-align: center;">3</p>	<p>Learner can independently do the following:</p> <ul style="list-style-type: none"> - accurately count 10 objects arranged in a line, a circle or rectangular array - accurately "count out" 10 objects from a larger set of objects 	<p>Learner can independently do the following:</p> <ul style="list-style-type: none"> - accurately count 15 objects arranged in a line, a circle or rectangular array - accurately "count out" 15 objects from a larger set of objects 	<p>Learner can independently do the following:</p> <ul style="list-style-type: none"> - accurately count 20 objects arranged in a line, a circle or rectangular array - accurately "count out" 20 objects from a larger set of objects 		
<p style="text-align: center;">2</p>	<p>With prompting and support, earner can do the following:</p> <ul style="list-style-type: none"> - accurately count 10 objects arranged in a line, a circle or rectangular array - accurately "count out" 10 objects from a larger set of objects 	<p>With prompting and support, earner can do the following:</p> <ul style="list-style-type: none"> - accurately count up to 15 objects arranged in a line, a circle or rectangular array - accurately "count out" as many as 15 objects from a larger set of objects 	<p>With prompting and support, earner can do the following:</p> <ul style="list-style-type: none"> - accurately count up to 20 objects arranged in a line, a circle or rectangular array - accurately "count out" as many as 20 objects from a larger set of objects 		
<p style="text-align: center;">1</p>	<p>With teacher assistance, learner can do the following:</p> <ul style="list-style-type: none"> - accurately count 10 objects arranged in a line, a circle or rectangular array - accurately "count out" 10 objects from a larger set of objects 	<p>With teacher assistance, learner can do the following:</p> <ul style="list-style-type: none"> - accurately count up to 15 objects arranged in a line, a circle or rectangular array - accurately "count out" as many as 15 objects from a larger set of objects 	<p>With teacher assistance, learner can do the following:</p> <ul style="list-style-type: none"> - accurately count up to 20 objects arranged in a line, a circle or rectangular array - accurately "count out" as many as 20 objects from a larger set of objects 		
<p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group</p>					

		Learner can independently identify whether the number of objects (within 5) in one group is greater than, less than, or equal to the number of objects in another group.	Learner can independently identify whether the number of objects (within 10) in one group is greater than, less than, or equal to the number of objects in another group.		
3					
		With prompting and support, learner can identify whether the number of objects (within 5) in one group is greater than, less than, or equal to the number of objects in another group.	With prompting and support, learner can identify whether the number of objects (within 10) in one group is greater than, less than, or equal to the number of objects in another group.		
2					
		With teacher assistance, learner can identify whether the number of objects (within 5) in one group is greater than, less than, or equal to the number of objects in another group.	With teacher assistance, learner can identify whether the number of objects (within 10) in one group is greater than, less than, or equal to the number of objects in another group.		
1					
Compare two numerals between 1 and 10					
		Learner can consistently compare two numerals between 1 and 10.	Learner can consistently compare two numerals between 1 and 10.		
3					
		With prompting and support, learner can compare two numerals between 1 and 10.	With prompting and support, learner can compare two numerals between 1 and 10.		
2					
		With teacher assistance, learner can compare two numerals between 1 and 10.	With teacher assistance, learner can compare two numerals between 1 and 10.		
1					
Operations and Algebraic Thinking					
Solves word problems within 10 by using objects or drawings					
		Learner can solve word problems within 5 by using objects or drawings.	Learner can solve word problems within 10 by using objects or drawings.		
3					
		With prompting and support, learner can solve word problems within 5 by using objects or drawings.	With prompting and support, learner can solve word problems within 10 by using objects or drawings.		
2					
		With teacher assistance, learner can solve word problems within 5 by using objects or drawings.	With teacher assistance, learner can solve word problems within 10 by using objects or drawings.		
1					
Composes and decomposes numbers within 10					
		Learner can compose and decompose numbers within 5.	Learner can compose and decompose numbers within 10.		
3					
		With prompting and support, learner can compose and decompose numbers within 5.	With prompting and support, learner can compose and decompose numbers within 10.		
2					
		With teacher assistance, learner can compose and decompose numbers within 5.	With teacher assistance, learner can compose and decompose numbers within 10.		
1					
Numbers and Operations in Base Ten					
Composes and decomposes numbers from 11 to 19 into tens and ones					
			Learner can compose and decompose numbers from 11 to 19 into tens and ones.		
3					

2			With prompting and support, learner can compose and decompose numbers from 11 to 19 into tens and ones.		
1			With teacher assistance, learner can compose and decompose numbers from 11 to 19 into tens and ones.		
Measurement and Data					
Describes and compares measurable attributes by length and weight					
3		Learner can describe and compare measurable attributes by length and weight.	Learner can describe and compare measurable attributes by length and weight.		
2		With prompting and support, learner can describe and compare measurable attributes by length and weight.	With prompting and support, learner can describe and compare measurable attributes by length and weight.		
1		With teacher assistance, learner can describe and compare measurable attributes by length and weight.	With teacher assistance, learner can describe and compare measurable attributes by length and weight.		
Geometry					
Correctly names shapes regardless of their orientation and overall size					
3	Learner can identify 2/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 2/4 3D shapes (cube, cone, sphere, cylinder).	Learner can identify 4/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 3/4 3D shapes (cube, cone, sphere, cylinder).	Learner can identify 6/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 4/4 3D shapes (cube, cone, sphere, cylinder).		
2	Learner can identify 1/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 1/4 3D shapes (cube, cone, sphere, cylinder).	Learner can identify 3/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 2/4 3D shapes (cube, cone, sphere, cylinder).	Learner can identify 4/6 2D shapes (square, rectangle, triangle, circle, and hexagon) and 3/4 3D shapes (cube, cone, sphere, cylinder).		
1	With teacher assistance, learner can identify 1/6 2D shapes (square, rectangle, triangle, circle and hexagon) and 1/4 3D shapes (cube, cone, sphere, cylinder).	With teacher assistance, learner can identify 2/6 2D shapes (square, rectangle, triangle, circle and hexagon) and 2/4 3D shapes (cube, cone, sphere, cylinder).	With teacher assistance, learner can identify 2/6 2D shapes (square, rectangle, triangle, circle and hexagon) and 2/4 3D shapes (cube, cone, sphere, cylinder).		
ELA					
	Trimester 1	Trimester 2	Trimester 3		
Language- Conventions of Standard English					
Demonstrate understanding of the conventions of standard English grammar and usage when writing (spaces between words, use of lowercase letters, uppercase letters to start every sentence).					
3		Learner can consistently and independently demonstrate 2 of the 3 language conventions identified in the Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).	Learner can consistently and independently demonstrate all 3 of the language conventions identified in the Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).		

2		Learner can independently demonstrate at least one language conventions identified in the Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).	Learner can independently demonstrate 2 of the 3 language conventions identified in the Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).		
1		With teacher assistance, learner can demonstrate at least one of the language conventions identified in Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).	With teacher assistance, learner can demonstrate at least one of the language conventions identified in Learning Progression for Writing (spaces, use of lowercase letters, and uppercase letters to start sentences).		
Speaking and Listening					
While following rules for discussions, speak audibly and express thoughts, feelings, and ideas clearly.					
3	Learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings, and ideas clearly.	Learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings, and ideas clearly.	Learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings, and ideas clearly.		
2	With prompting and support, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.	With prompting and support, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.	With prompting and support, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.		
1	With teacher assistance, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.	With teacher assistance, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.	With teacher assistance, learner can follow the rules for discussions (take turns and listen to others), speak audibly and express thoughts, feelings and ideas clearly.		
Reading Foundations					
Identify concepts of print (front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page).					
3	Identify concepts of print including front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify concepts of print including front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify concepts of print including front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.		
2	Identify at least 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify at least 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify at least 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.		
1	Identify less than 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify less than 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.	Identify less than 4 of the following concepts of print: front cover, back cover, and title of a book, reads text from left to right, top to bottom, one-to-one matching, and page by page.		
Identify and record the beginning, middle, and end sounds in CVC (consonant-vowel-consonant) words.					

		Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Mid-Letter Name Alphabetical or higher on the Words Their Way assessment and demonstrate consistently in daily writing samples.	Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Late-Letter Name Alphabetical or higher on the Words Their Way assessment and demonstrate consistently in daily writing samples.		
3		Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Early-Letter Name Alphabetical on the Words Their Way assessment and demonstrate consistently in daily writing samples.	Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Mid-Letter Name Alphabetical on the Words Their Way assessment and demonstrate consistently in daily writing samples.		
2		Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Late Emergent or below on the Words Their Way assessment and demonstrate consistently in daily writing samples.	Learner can identify and record the beginning, middle, and end sounds in CVC words as demonstrated by a classification of Early-Letter Name Alphabetical or lower on the Words Their Way assessment and demonstrate consistently in daily writing samples.		
1					
Read grade level texts with purpose and understanding.					
3	Learner can consistently read expected or above grade level texts with proficient accuracy (90% or above) and comprehension within, beyond and about the text (2 or higher for each area).	Learner can consistently read expected or above grade level texts with proficient accuracy (90% or above) and comprehension and fluency within, beyond and about the text (2 or higher for each area).	Learner can consistently read expected or above grade level texts with proficient accuracy (90% or above) and comprehension and fluency within, beyond and about the text (2 or higher for each area).		
2	Learner can consistently read expected or above grade level texts with proficient accuracy (80% - 90%) and comprehension within, beyond and about the text (2 or higher for each area).	Learner can consistently read expected or above grade level texts with proficient accuracy (80% - 90%) and comprehension within, beyond and about the text (2 or higher for each area).	Learner can consistently read expected or above grade level texts with proficient accuracy (80% - 90%) and comprehension and fluency within, beyond and about the text (2 or higher for each area).		
1	With teacher assistance, learner can read expected grade level texts and comprehension within, beyond and about the text).	With teacher assistance, learner can read expected grade level texts and comprehension within, beyond and about the text).	With teacher assistance, learner can read expected grade level texts and comprehension within, beyond and about the text).		
Writing					
Use a combination of drawing and writing to compose opinion, narrative, or informative texts.					
3	Learner can consistently use a combination of drawing and composition to write opinion, narrative, or informative texts at expected or above grade level benchmarks across all areas (development, structure, and conventions).	Learner can consistently use a combination of drawing and composition to write opinion, narrative, or informative texts at expected or above grade level benchmarks across all areas (development, structure, and conventions) and demonstrate in daily writing.	Learner can consistently use a combination of drawing and composition to write opinion, narrative, or informative texts at expected or above grade level benchmarks across all areas (development, structure, and conventions) and demonstrate in daily writing.		
2	Learner can draw to compose opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions).	Learner can consistently use a combination of drawing and composition to write opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions) and demonstrate in daily writing.	Learner can consistently use a combination of drawing and composition to write opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions) and demonstrate in daily writing.		

1	With teacher assistance, learner can draw to compose opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions).	With teacher assistance, learner can draw to compose opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions).	With teacher assistance, learner can use a combination of drawing and composition to write opinion, narrative, or informative texts at expected grade level benchmarks across all areas (development, structure, and conventions).		
Reading Literature and Informational Texts					
Independently retell a story using key details.					
3	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details, as demonstrated by a 3 on the Fontus and Pinnell "within the text" rubric.	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details, as demonstrated by a 3 on the Fontus and Pinnell "within the text" rubric.	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details, as demonstrated by a 3 on the Fontus and Pinnell "within the text" rubric.		
2	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details including characters and setting as demonstrated by a 2 on the Fontus and Pinnell "about the text" rubric.	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details including characters and setting as demonstrated by a 2 on the Fontus and Pinnell "about the text" rubric.	Learner can consistently retell a story of at least expected grade level texts, shared texts, or interactive texts using multiple details including characters and setting as demonstrated by a 2 on the Fontus and Pinnell "about the text" rubric.		
1	Learner can retell a story of any level using multiple details including characters and setting as demonstrated by a 1 on the Fontus and Pinnell "about the text" rubric.	Learner can retell a story of any level using multiple details including characters and setting as demonstrated by a 1 on the Fontus and Pinnell "about the text" rubric.	Learner can retell a story of any level using multiple details including characters and setting as demonstrated by a 1 on the Fontus and Pinnell "about the text" rubric.		
Describes the relationship between illustrations and written text					
3	Learner can consistently ask and answer questions about details in a text including who, what, where, when and how in different settings.	Learner can consistently ask and answer questions about details in a text including who, what, where, when and how in different settings.	Learner can consistently ask and answer questions about details in a text including who, what, where, when and how in different settings.		
2	With prompting and support, learner can ask and answer questions about details in a text including who, what, where, when and how in different settings.	With prompting and support, learner can ask and answer questions about details in a text including who, what, where, when and how in different settings.	With prompting and support, learner can ask and answer questions about details in a text including who, what, where, when and how in different settings.		
1	With substantial prompting and support, learner can ask and answer most questions from familiar stories in different settings.	With substantial prompting and support, learner can ask and answer most questions from familiar stories in different settings.	With substantial prompting and support, learner can ask and answer most questions from familiar stories in different settings.		
MOTOR SKILLS					
	Trimester 1	Trimester 2	Trimester 3		
Fine Motor Skills					
Use age appropriate cutting skills					
3	Learner can consistently and independently use age appropriate cutting skills (correct scissor grip and cutting on the lines).	Learner can consistently and independently use age appropriate cutting skills (correct scissor grip and cutting on the lines).	Learner can consistently and independently use age appropriate cutting skills (correct scissor grip and cutting on the lines).		
2	With prompting and support, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).	With prompting and support, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).	With prompting and support, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).		

1	With teacher assistance, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).	With teacher assistance, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).	With teacher assistance, learner can use age appropriate cutting skills (correct scissor grip and cutting on the lines).		
Appropriately grips writing utensil					
3	Learner can consistently and independently grip writing utensils appropriately.	Learner can consistently and independently grip writing utensils appropriately.	Learner can consistently and independently grip writing utensils appropriately.		
2	With prompting and support, learner can grip writing utensils appropriately.	With prompting and support, learner can grip writing utensils appropriately.	With prompting and support, learner can grip writing utensils appropriately.		
1	With teacher assistance, learner can grip writing utensils appropriately.	With teacher assistance, learner can grip writing utensils appropriately.	With teacher assistance, learner can grip writing utensils appropriately.		
Print upper and lower case letters					
3	Learner can consistently and independently print uppercase letters of the alphabet taught to date.	Learner can consistently and independently print uppercase letters of the alphabet taught to date.	Learner can consistently and independently print all uppercase and all lowercase letters of the alphabet. Student may have difficulty applying correct lowercase letter formation in independent writing.		
2	With prompting and support, learner can print or copy uppercase letters of the alphabet taught to date.	With prompting and support, learner can print or copy uppercase letters of the alphabet taught to date.	With prompting and support, learner can print or copy all uppercase and all lowercase letters of the alphabet.		
1	With teacher assistance, learner can print or trace uppercase letters of the alphabet taught to date.	With teacher assistance, learner can print or trace uppercase letters of the alphabet taught to date.	With teacher assistance, learner can print or trace all uppercase and all lowercase letters of the alphabet.		
Student may have difficulty applying correct uppercase and lowercase letter formation in independent writing. This standard applies to printing letters of the alphabet.					
Gross Motor Skills					
Differentiates among jumping, hopping, skipping, galloping, and running					
3	Learner can consistently and independently differentiate between jumping, hopping, skipping, galloping, and running.	Learner can consistently and independently differentiate between jumping, hopping, skipping, galloping, and running.	Learner can consistently and independently differentiate between jumping, hopping, skipping, galloping, and running.		
2	With prompting and support, learner can differentiate between jumping, hopping, skipping, galloping, and running.	With prompting and support, learner can differentiate between jumping, hopping, skipping, galloping, and running.	With prompting and support, learner can differentiate between jumping, hopping, skipping, galloping, and running.		
1	With teacher assistance, learner can differentiate between jumping, hopping, skipping, galloping, and running.	With teacher assistance, learner can differentiate between jumping, hopping, skipping, galloping, and running.	With teacher assistance, learner can differentiate between jumping, hopping, skipping, galloping, and running.		
Exhibits age appropriate eye/hand coordination, including throwing and catching					
3	Learner can consistently and independently use age appropriate eye/hand coordination, including throwing and catching.	Learner can consistently and independently use age appropriate eye/hand coordination, including throwing and catching.	Learner can consistently and independently use age appropriate eye/hand coordination, including throwing and catching.		
2	With prompting and support learner can use age appropriate eye/hand coordination, including throwing and catching.	With prompting and support learner can use age appropriate eye/hand coordination, including throwing and catching.	With prompting and support learner can use age appropriate eye/hand coordination, including throwing and catching.		
1	With teacher assistance, learner can use age appropriate eye/hand coordination, including throwing and catching.	With teacher assistance, learner can use age appropriate eye/hand coordination, including throwing and catching.	With teacher assistance, learner can use age appropriate eye/hand coordination, including throwing and catching.		

WORK HABITS			
	Trimester 1	Trimester 2	Trimester 3
Can stay on task during instruction without reminders			
3	Learner can consistently and independently stay on task during instruction without reminders.	Learner can consistently and independently stay on task during instruction without reminders.	Learner can consistently and independently stay on task during instruction without reminders.
2	Learner can stay on task during instruction with 1 or 2 reminders.	Learner can stay on task during instruction with 1 or 2 reminders.	Learner can stay on task during instruction with 1 or 2 reminders.
1	Learner can stay on task during instruction with 3 or more reminders.	Learner can stay on task during instruction with 3 or more reminders.	Learner can stay on task during instruction with 3 or more reminders.
Independently takes care of belongings (hangs up backpack and coat, keeps track of personal items)			
3	Learner can consistently and independently take care of belongings (hangs up backpack and coat, keeps track of personal items)	Learner can consistently and independently take care of belongings (hangs up backpack and coat, keeps track of personal items)	Learner can consistently and independently take care of belongings (hangs up backpack and coat, keeps track of personal items).
2	With prompting and support, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).	With prompting and support, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).	With prompting and support, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).
1	With teacher assistance, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).	With teacher assistance, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).	With teacher assistance, learner can take care of belongings (hangs up backpack and coat, keeps track of personal items).
Independently dresses themselves (winter gear, buttoning, zipping)			
3	Learner can consistently and independently dress themselves (winter gear, buttoning, zipping).	Learner can consistently and independently dress themselves (winter gear, buttoning, zipping).	Learner can consistently and independently dress themselves (winter gear, buttoning, zipping).
2	With prompting and support, learner can dress themselves (winter gear, buttoning, zipping)	With prompting and support, learner can dress themselves (winter gear, buttoning, zipping)	With prompting and support, learner can dress themselves (winter gear, buttoning, zipping)
1	With teacher assistance, learner can dress themselves (winter gear, buttoning, zipping).	With teacher assistance, learner can dress themselves (winter gear, buttoning, zipping).	With teacher assistance, learner can dress themselves (winter gear, buttoning, zipping).
Responsibly cares for and uses classroom materials			
3	Learner can consistently and independently care for and use classroom materials responsibly.	Learner can consistently and independently care for and use classroom materials responsibly.	Learner can consistently and independently care for and use classroom materials responsibly.
2	With prompting and support, learner can care for and use classroom materials responsibly.	With prompting and support, learner can care for and use classroom materials responsibly.	With prompting and support, learner can care for and use classroom materials responsibly.
1	With teacher assistance, learner can care for and use classroom materials responsibly.	With teacher assistance, learner can care for and use classroom materials responsibly.	With teacher assistance, learner can care for and use classroom materials responsibly.
SOCIAL/EMOTIONAL DEVELOPMENT			
	Trimester 1	Trimester 2	Trimester 3
Demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body)			

3	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.	Learner consistently and independently demonstrates active listening (eyes on speaker, mouth quiet, listening ears, quiet body) without reminders.		
2	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 1 or 2 reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).		
1	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).	Learner needs 3 or more reminders to demonstrate active listening (eyes on speaker, mouth quiet, listening ears, quiet body).		
Ask and answer questions in order to seek help, get information, or clarify something that is not understood					
3	Learner consistently and independently asks and answers questions in order to seek help from a peer or adult.	Learner consistently and independently asks and answers questions in order to seek help or get information from a peer or adult.	Learner consistently and independently asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.		
2	With prompting and support, learner asks and answers questions in order to seek help from a peer or adult.	With prompting and support, learner asks and answers questions in order to seek help or get information from a peer or adult.	With prompting and support, learner asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.		
1	With teacher assistance, learner asks and answers questions in order to seek help from a peer or adult.	With teacher assistance, learner asks and answers questions in order to seek help or get information from a peer or adult.	With teacher assistance, learner asks and answers questions in order to seek help, get information, or clarify something that is not understood from a peer or adult.		
Follows group plan					
3	Learner consistently and independently follows the group plan.	Learner consistently and independently follows the group plan.	Learner consistently and independently follows the group plan.		
2	Learner needs 1 or 2 reminders to follow the group plan.	Learner needs 1 or 2 reminders to follow the group plan.	Learner needs 1 or 2 reminders to follow the group plan.		
1	Learner needs 3 or more reminders to follow the group plan.	Learner needs 3 or more reminders to follow the group plan.	Learner needs 3 or more reminders to follow the group plan.		
Recognizes and applies problem solving strategies to resolve conflict					
3	Learner consistently recognizes and applies problem solving strategies to resolve conflict.	Learner consistently recognizes and applies problem solving strategies to resolve conflict.	Learner consistently recognizes and applies problem solving strategies to resolve conflict.		
2	With prompting and support, learner recognizes and applies problem solving strategies to resolve conflict.	With prompting and support, learner recognizes and applies problem solving strategies to resolve conflict.	With prompting and support, learner recognizes and applies problem solving strategies to resolve conflict.		
1	With teacher assistance, learner recognizes and applies problem solving strategies to resolve conflict.	With teacher assistance, learner recognizes and applies problem solving strategies to resolve conflict.	With teacher assistance, learner recognizes and applies problem solving strategies to resolve conflict.		
Shares, takes turns, and initiates positive play with peers					
3	Learner often shares, take turns, and initiates positive play with peers.	Learner often shares, take turns, and initiates positive play with peers.	Learner consistently and independently shares, take turns, and initiates positive play with peers.		

2	With prompting and support, learner shares, takes turns, and initiates positive play with peers.	With prompting and support, learner shares, takes turns, and initiates positive play with peers.	With prompting and support, learner shares, takes turns, and initiates positive play with peers.		
1	With teacher assistance, learner shares, take turns, and initiates positive play with peers.	With teacher assistance, learner shares, take turns, and initiates positive play with peers.	With teacher assistance, learner shares, take turns, and initiates positive play with peers.		
Works cooperatively in small groups					
3	Learner often works cooperatively in small groups.	Learner often works cooperatively in small groups.	Learner consistently works cooperatively in small groups.		
2	With prompting and support, learner works cooperatively in small groups.	With prompting and support, learner works cooperatively in small groups.	With prompting and support, learner works cooperatively in small groups.		
1	With teacher assistance, learner works cooperatively in small groups.	With teacher assistance, learner works cooperatively in small groups.	With teacher assistance, learner works cooperatively in small groups.		
Recognizes and manages emotions of self					
3	Learner often recognizes and manages emotions of self.	Learner consistently and independently recognizes and manages emotions of self.	Learner consistently and independently recognizes and manages emotions of self.		
2	With prompting and support, learner recognizes and manages emotions of self.	With prompting and support, learner recognizes and manages emotions of self.	With prompting and support, learner recognizes and manages emotions of self.		
1	With teacher assistance, learner recognizes and manages emotions of self.	With teacher assistance, learner recognizes and manages emotions of self.	With teacher assistance, learner recognizes and manages emotions of self.		
Shows empathy for others					
3	Learner recognizes the feelings of another child and responds with basic comfort and empathy.	Learner recognizes the feelings of another child and responds with basic comfort and empathy.	Learner recognizes the feelings of another child and responds with basic comfort and empathy.		
2	With prompting and support, learner recognizes the feelings of another child and responds with basic comfort and empathy.	With prompting and support, learner recognizes the feelings of another child and responds with basic comfort and empathy.	With prompting and support, learner recognizes the feelings of another child and responds with basic comfort and empathy.		
1	With teacher assistance, learner recognizes the feelings of another child and responds with basic comfort and empathy.	With teacher assistance, learner recognizes the feelings of another child and responds with basic comfort and empathy.	With teacher assistance, learner recognizes the feelings of another child and responds with basic comfort and empathy.		
Exhibits a positive self concept					
3	Learner exhibits positive self-concept and confidence in his/her abilities.	Learner exhibits positive self-concept and confidence in his/her abilities.	Learner exhibits positive self-concept and confidence in his/her abilities.		
2	With prompting and support, learner exhibits positive self-concept and confidence in his/her abilities.	With prompting and support, learner exhibits positive self-concept and confidence in his/her abilities.	With prompting and support, learner exhibits positive self-concept and confidence in his/her abilities.		
1	With teacher assistance, learner exhibits positive self-concept and confidence in his/her abilities.	With teacher assistance, learner exhibits positive self-concept and confidence in his/her abilities.	With teacher assistance, learner exhibits positive self-concept and confidence in his/her abilities.		
Exhibits a growth mindset					
3	Learner consistently tries new experiences and retries experiences that were not successful previously.	Learner consistently tries new experiences and retries experiences that were not successful previously.	Learner consistently tries new experiences and retries experiences that were not successful previously.		
2	With prompting and support, learner tries new experiences and retries experiences that were not successful previously.	With prompting and support, learner tries new experiences and retries experiences that were not successful previously.	With prompting and support, learner tries new experiences and retries experiences that were not successful previously.		
1	With teacher assistance, learner tries new experiences and retries experiences that were not successful previously.	With teacher assistance, learner tries new experiences and retries experiences that were not successful previously.	With teacher assistance, learner tries new experiences and retries experiences that were not successful previously.		