

KINDERGARTEN English Language Arts GRADING BENCHMARK 12.1.16

READING – This table represents the expected levels for each trimester

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
<u>1</u>	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level F or above.
<u>2</u>	Student is beginning to demonstrate reading behaviors.	Student has achieved reading success at Level A, B.	Student has achieved reading success at Level C.	Student has achieved reading success at Level H or above.
<u>3</u>	Student has achieved reading success at Level A.	Student has achieved reading success at Level B, C above.	Student has achieved reading success at Level D.	Student has achieved reading success at Level J or above.

1. Engages in group reading activities.

Trimester	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>
All	Student rarely engages in group reading discussions.	<p>Student describes personal experiences; tells real or imagined stories.</p> <p>Creates representations of experiences or stories (e.g., drawings, constructions with blocks or other materials, clay models) and explain them to others.</p> <p>Listens actively as an individual and as a member of a group to a variety of age-appropriate literature read aloud.</p>	<p>Student consistently and independently describes familiar people, places, things, and events and, with prompting and support, provides additional detail.</p> <p>Adds drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>Actively engages in group reading activities with purpose and understanding. Speaks audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Student consistently and independently describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>Actively engages in group reading activities with purpose and understanding. Speaks audibly and express thoughts, feelings, and ideas clearly.</p>

2. Asks and answers questions about key details in the text

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Student is unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding	Student requires substantial prompting and support to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding	With prompting and support, student asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding	Student consistently and independently asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
3 rd	Student is unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding	Student requires substantial prompting and support to ask and answer questions about key details in a text or poem; actively engages in group reading activities with purpose and understanding	Student consistently and independently asks and answers questions about key details in a text and poetry; actively engages in group reading activities with purpose and understanding	Student consistently and independently asks and answers questions about key details in a text and poetry; asks and answers questions about unknown words in a text. Student analyzes and evaluates key details in a text

3. Retells familiar stories including key details

Trimester	1	2	3	4
All	Student is unable to retell familiar stories.	With prompting and support, student retells a sequence of events from a familiar story read aloud.	With prompting and support, student consistently retells familiar stories including key details.	Student consistently and independently retells familiar stories, including key details, and demonstrates understanding of their central message or lesson.

4. Identifies main topic and retells key details of text

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Student is unable to identify the main topic and retell key details of an informational text	With prompting and support, student recalls important facts from a text after hearing it read aloud.	With prompting and support, student identifies the main topic and retells key details of a text.	Student consistently and independently identifies the main topic and retells key details in a text.
3 rd	<p>Student is unable to identify the main topic and retell key details of a text.</p> <p>Student is unable to identify the reasons an author gives to support points in a text.</p>	<p>With substantial prompting and support, student identifies the main topic and retells key details of a text.</p> <p>With substantial prompting and support, student identifies the reasons an author gives to support points in a text.</p>	<p>With prompting and support, student consistently identifies the main topic and retells key details of an informational text.</p> <p>With prompting and support, student identifies the reasons an author gives to support points in an informational text.</p>	<p>Student consistently and independently identifies the main topic and retells key details of a text.</p> <p>Student consistently and independently identifies and evaluates the reasons an author gives to support points in a text.</p>

5) Identifies and compares characters, settings, and events within a story and between two stories

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Student is unable to identify and compare characters, setting and major events in a story	With prompting and support, student acts out characters and events from a story or poem read aloud	With prompting and support, student consistently identifies characters, settings, and major events in a story.	Student consistently and independently describes characters, settings, and major events in a story, using key details.
3 rd	With prompting and support, student represent or acts out concepts learned from hearing an informational text read aloud (e.g. make a skyscraper out of blocks after listening to a story read about cities; after a read aloud on animals is able to show how a bunny's hop is different from a dog's running)	<p>With prompting and support, student acts out characters and events from a story or poem read aloud.</p> <p>With prompting and support, student makes connections between a story or poem and one's own experiences.</p>	<p>With prompting and support, student consistently identifies characters, settings, and major events in a story.</p> <p>With prompting and support, student consistently compares and contrast the adventures and experiences of characters in familiar stories.</p>	<p>Student consistently and independently describes characters, settings and major events in a story, using key details.</p> <p>Student consistently and independently compares and contrasts the adventures and experiences of characters in stories.</p>

6. Identifies and responds to characteristics of poetry: rhyme, rhythm, repetition

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd and 3 rd	Student is unable to respond with movement or clapping to a regular beat in poetry or song.	Student responds with movement or clapping to a regular beat in poetry or song.	With prompting and support, student consistently identifies and responds to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.	Student consistently and independently, identifies and responds to characteristics of traditional poetry for children: rhyme; regular beats; and repetition of sounds, words, and phrases.

7. Recognizes and responds to common types of text (e.g., storybooks, informational text, poems)

Trimester	1	2	3	4
1 st	Not Assessed			
2 nd	Student is unable to recognize common types of text including poetry.	With prompting and support, student recognizes common types of text including poetry.	Student consistently and independently recognizes common types of text including poetry.	Student consistently and independently identifies words and phrases in stories or poems that suggest feelings or appeal to the senses. Student consistently and independently explains major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
3 rd	Student is unable to recognize common types of text including poetry.	With prompting and support student recognizes common types of text including poetry and identifies and responds to characteristics of poetry.	Student consistently and Independently recognizes common types of text including poetry; identifies and responds to characteristics of poetry.	Student consistently and Independently recognizes common types of text including poetry; identifies and responds to characteristics of poetry; analyzes and evaluates the meaning of a given poem.

8. Names the author and illustrator of a story and defines their role

Trimester	1	2	3	4
All	Student is unable to name the author and illustrator of a story and define the role of each in telling the story, or in presenting the ideas or information in an informational text.	Student requires substantial prompting and support to name the author and illustrator of a story and define the role of each in telling the story, or in presenting the ideas or information in an informational text.	With prompting and support, student consistently names the author and illustrator of a story and defines the role of each in telling the story, or in presenting the ideas or information in an informational text.	Student consistently and independently names the author and illustrator of a story; defines the role of each in telling the story, or in presenting the ideas or information in an informational text.; is able to identify and compare/contrast the works of the same the author and/or illustrator. Student identifies several books by a favorite author/illustrator.

9. Describes the relationship between illustrations and the text

Trimester	1	2	3	4
1 st	Student is unable to describe details from an illustration or photograph.	Student requires substantial prompting and support to “read” the illustrations in a picture books by describing a character or a place depicted, or by telling how a sequence of events unfolds in photographs.	With prompting and support, the student “reads” the illustrations in a picture books by describing a character or a place depicted, or by telling how a sequence of events unfolds in photographs.	With prompting and support, student describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.)
2 nd and 3 rd	With prompting and support, student describes important details from an illustration or photograph	Student requires substantial prompting and support to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes limited comprehension of the story or text.	With prompting and support, student describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.	Student consistently and independently uses the illustrations/photos and details in a text to describe the main ideas. Student distinguishes between information provided by pictures or other illustrations and information provided by words in a text. Description denotes comprehension of the story or text.

10. Describes connections within a text and between two texts

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Unable to describe the connection between two individuals, events, ideas or pieces of information in a text.	Student requires substantial support to describe the connection between two individuals, events, ideas or pieces of information in a text.	With prompting and support, student describes the connection between two individuals, events, ideas or pieces of information in a text.	Independently identifies basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
3 rd	Unable to identify basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Student identifies several books on a favorite topic.	With prompting and support identifies basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).	Student consistently and independently identifies similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

Foundational Skills

1. Identifies parts of a book and basic features of print

Trimester	1	2	3	4
1 st	Little or no understanding of following words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)	With prompting and support, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)	Consistently and independently, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)	Student consistently and independently demonstrates understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet

<p>2nd and 3rd</p>	<p>With guidance and support, demonstrate understanding of the organization and basic features of printed and written text: books, words, letters, and the alphabet.</p> <p>Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.</p> <p>Recognizes and name limited uppercase letters of the alphabet and the lowercase letters in one's own name.</p>	<p>With prompting and support, student follows words from left to right, top to bottom, and page by page.</p> <p>Recognizes that spoken words are represented in written language by specific sequences of letters.</p> <p>Understands that words are separated by spaces in print,</p> <p>Recognizes and name some uppercase letters of the alphabet and the lowercase letters in one's own name.</p>	<p>Student consistently and independently demonstrates understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	<p>Student consistently and independently demonstrates understanding of the organization and basic features of print, and</p> <ol style="list-style-type: none"> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
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2. Names uppercase and lowercase letters

RF.1: Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Trimester	1	2	3	4
1st	Student recognizes 11 or below.	Student recognizes 12 to 17.	Student recognizes 18 to 39.	Student recognizes 40+ letters.
2nd	Student recognizes 17 or below.	Student recognizes 18 to 39.	Student recognizes 40 to 52.	Student recognizes 52 letters.
3rd	Student recognizes 39 or below.	Student recognizes 40 to 52.	Student recognizes 52 letters.	Student consistently and recognizes 54 letters.

3. Recognizes and produces rhymes

Trimester	1	2	3	4
1 st	Student demonstrates little or no understanding of rhyming words.	With prompting and support, student recognizes and produces rhyming words, (e.g. identify words that rhyme with /cat/ such as /sat/ and /bat/)	Student consistently and independently recognizes and produces rhyming words, (e.g. identify words that rhyme with /cat/ such as /sat/ and /bat/)	Student consistently and independently recognizes and produces rhyming words, and is able to substitute the first letter to create a list of c-v-c rhyming words (e.g. /cat/, change c to b /bat/)
2 nd	With prompting and support, student recognizes and produces rhyming words.	With prompting and support, student recognizes and produces rhyming words, and is able to substitute the first letter to create a list of c-v-c rhyming words (e.g. /cat/, change c to b /bat/)	Student consistently and independently recognizes and produces rhyming words, and is able to substitute the first letter to create a list of c-v-c rhyming words (e.g. /cat/, change c to b /bat/)	Student consistently and independently recognizes and produces rhyming words presented both orally and in written work.
3 rd	With prompting and support, student recognizes and produces rhyming words.	Student consistently and independently recognizes and produces rhyming words, and is able to substitute the first letter to create a list of c-v-c rhyming words (e.g. /cat/, change c to b /bat/)	Student consistently and independently recognizes and produces rhyming words presented both orally and in written work. With prompting and support, student writes or dictates poems with rhyme and repetition.	Student consistently and independently writes or dictates poems with rhyme and repetition, including words with different sound-letter phonics (e.g. /gate/ /great/ /eight/) and homophones, /see/ /sea/ and /one/ /won/

4. Demonstrates understanding of spoken words, syllables, and sounds (phonemes).

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Student is unable to count, pronounce, blend, and segment syllables in spoken words.	Student requires substantial prompting and support to count, pronounce, blend, and segment syllables in spoken words.	With prompting and support, student counts, pronounces, blends, and segments syllables in spoken words.	Student consistently and independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words.
3 rd	Unable to isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (or CVC) words. Unable to add or substitute individual sounds in simple, one-syllable words to make new words, or segments onsets and rimes of single-syllable spoken words.	With guidance and support, student demonstrates understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, segment words in a simple sentence by clapping and naming the number of words in the sentence.	Student consistently and independently demonstrates understanding of spoken words, syllables, and sounds (phonemes). a. Count, pronounce, blend, and segment syllables in spoken words. b. Blend and segment onsets and rimes of single-syllable spoken words. c. Isolate and pronounce the initial, medial vowel, and final	Student consistently and independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words. Student consistently and independently demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.

		b. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.	sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	b. Orally produces single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
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5. Knows and applies phonics in decoding words

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Unable to produce all introduced sounds and distinguish between similarly spelled words.	With prompting and support, able to produce all introduced sounds and distinguish between similarly spelled words.	Student consistently and independently produces all introduced sounds and distinguish between similarly spelled words in grade level text.	Student consistently and independently produces all introduced sounds and distinguish between similarly spelled words. Student consistently and independently uses letter sound matches to accurately decode multisyllabic words in grade level text.
3 rd	Unable to produce all introduced sounds and distinguish between similarly spelled words.	Student inconsistently produces all introduced sounds and distinguish between similarly spelled words. Demonstrates beginning understanding of phonics and word analysis skills. a. Link an initial sound to a picture of an object that begins with that sound and, with guidance and support, to the corresponding printed letter (e.g., link the initial sound /b/ to a picture of a ball and, with support, to a printed or written "B"). a. Recognize one's own name and familiar common signs and labels (e.g., STOP).	Student consistently and independently produces all introduced sounds and distinguish between similarly spelled words. a. Demonstrates basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Student consistently and independently uses letter sound matches to accurately decode multisyllabic words in above grade level text. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read above grade-level irregularly spelled words.

6. Reads common high-frequency words

Trimester	1	2	3	4
1 st	Reads less than 5 introduced common high-frequency words by sight	Reads 5 - 9 introduced common high-frequency words by sight	Consistently and independently reads more than 9 introduced common high-frequency words by sight	Consistently and independently reads all introduced common high-frequency words by sight, including reading grade level text
2 nd	Reads less than 10 introduced common high-frequency words by sight	With prompting and support, reads all introduced common high-frequency words by sight.	Consistently and independently reads all introduced common high-frequency words by sight.	Applies high frequency word knowledge to read more complex texts.
3 rd	Unable to read all introduced common high-frequency words by sight.	With prompting and support, reads all introduced common high-frequency words by sight. Reading below grade level texts.	Consistently and independently reads all introduced common high-frequency words by sight in all grade level texts.	Applies high frequency word knowledge to read more complex above grade level texts.

Written Language

4. Spells simple words phonetically using knowledge of sound-letter relationships.

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	Student cannot write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds. Student can read their writing.	<ul style="list-style-type: none"> Student can write a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships.
3 rd	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	<ul style="list-style-type: none"> Student consistently and independently writes a letter or letters for all consonant and short vowel sounds. Student spells simple words phonetically using knowledge of sound-letter relationships. 	Student consistently and independently spells simple words and high-frequency words.

5. Applies conventions of grammar and usage

Trimester	1	2	3	4
1 st and 2 nd	Not assessed at this time			
3 rd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun "I." Capitalizing the first word in a sentence. 	Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun "I." Capitalizing the first word in a sentence. Space between words. 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun "I." Capitalizing the first word in a sentence. Capitalizing pronouns and proper nouns

6. Spells grade level words appropriately, using references as needed.

Trimester	1	2	3	4
1 st	Not assessed at this time.			
2 nd	Unable to write words with consonant letters appropriate for sounds in words (beginning and ending). Unable to spell introduced high frequency words.	Beginning to write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell 14 introduced high frequency words.	Consistently and independently write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell 20 introduced high frequency words.	Consistently and independently write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell 20 introduced high frequency words and apply them in written work.
3 rd	Unable to write words with consonant letters appropriate for sounds in words (beginning and ending). Unable to spell introduced high frequency words.	Consistently and independently write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell 20 introduced high frequency words.	Consistently and independently write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell 25 introduced high frequency words and apply them in written work using resources.	Consistently and independently write words with consonant letters appropriate for sounds in words (beginning and ending). Able to spell all 25 introduced high frequency words plus above grade level and apply them consistently and independently in all daily written.

7. Forms letters correctly

Trimester	1	2	3	4
1 st	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper and lower case letters correctly.
2 nd	Student copies most letters that have been presented correctly.	Student copies all letters that have been presented correctly.	Student writes all letters that have been presented correctly.	Student writes own name with capitals and lowercase letters.
3 rd	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly.	Student writes all upper and lower case letters correctly and applies in all areas of writing.

The writer told drew and wrote a whole story in sequence (narrative)

Trimester	1	2	3	4
1 st	Not assessed at this time			
2 nd	<p>The writer was unable to tell, draw, and write a whole story with details. The story has limited or no page for the beginning, the middle or the end.</p> <p>The story may or may not include who was there, what they did, and how the characters felt.</p>	<p>With prompting and support the writer told, drew, and wrote a whole story with details.</p> <p>The story has a page for the beginning, the middle and the end, and are in sequential order.</p> <p>The story included who was there, what they did, and how the characters felt.</p>	<p>The writer consistently and independently told, drew, and wrote a whole story with details.</p> <p>The story has a page for the beginning, the middle and the end, and are in sequential order.</p> <p>The writer included who was there, what they did, and how the characters felt.</p>	<p>The writer consistently and independently wrote a whole story about when they did something.</p> <p>The story has a beginning, a middle and an ending, and are in sequential order using words such as and and then.</p> <p>The writer put the picture from their mind onto the page with details in words.</p>
3 rd	Not assessed at this time			

Speaking and Listening

1. Participate in collaborative conversations with peers and adults

Trimester	1	2	3	4
All	Student rarely participates in conversations with peers and adults about kindergarten topics and texts	Student is beginning to participate in conversations with peers and adults during daily routines and play. Observes and uses appropriate ways of interacting in a group (e.g., taking turns in talking, listening to peers, waiting to speak until another person is finished talking, asking questions and waiting for an answer, gaining the floor in appropriate ways).	Student consistently participates in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). Continue a conversation through multiple exchanges. 	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). Build on others' talk in conversations by responding to the comments of others through multiple exchanges. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Asks and answers questions audibly in order to seek help or clarity

Trimester	1	2	3	4
All	Student rarely asks questions to gain information, seek help, or clarify something that is not understood.	Student is beginning to ask questions to gain information, seek help, or clarify something that is not understood.	Student consistently and independently confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Student consistently and independently asks questions to clear up any confusion about the topics and texts under discussion.

3. Makes relevant contributions to classroom and group discussions.

Trimester	1	2	3	4
All	Student rarely listens to others and rarely takes turns speaking.	Student is beginning to listen to others and occasionally takes turns speaking.	Student consistently listens to others and will take turns speaking.	Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense.

SCIENCE

Demonstrates knowledge of facts and understanding of concepts; applies vocabulary; applies knowledge to classroom discussions and activities.

	1	2	3	4
All	<ul style="list-style-type: none"> • Student is unable or rarely able to demonstrate understanding of key concepts through class participation, and project based assessments. • Student is unable or rarely able to communicate using acquired vocabulary associated with the science topics. • Student rarely adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student is beginning to demonstrate or sometimes demonstrates understanding of key concepts through class participation and project based assessments. • Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with the science topics. • Student is beginning to learn through discovery. • Student sometimes adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student consistently and independently demonstrates understanding of key concepts through class participation, and project based assessments. • Student consistently and independently communicates both verbally and in written language using acquired vocabulary associated with the science topics. • Student learns through discovery. • Student consistently and independently adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student consistently and independently meets standards and extends understanding demonstrated through application to class participation, and project based assessments. • Student extends scientific understanding to problem-solving situations. • Student consistently and independently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.

SOCIAL STUDIES

Demonstrates knowledge of facts and understanding of concepts; applies vocabulary; applies knowledge to classroom discussions and activities.

Trimester 1: All About Me; National Holidays (Thanksgiving, Veteran’s Day, Columbus Day)				
Grading	1	2	3	4
All	<ul style="list-style-type: none"> • Student rarely demonstrates knowledge of facts and understanding of key concepts of social studies topics. • Student is unable or rarely able to communicate using acquired vocabulary associated with the science topics. • Student rarely adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student is beginning to demonstrate knowledge of some facts and understanding of some key social studies topics. • Student is beginning to communicate or sometimes communicates using acquired vocabulary associated with the science topics. • Student sometimes adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student consistently and independently demonstrates knowledge of facts and understanding of key social studies topics. • Student consistently and independently communicates both verbally and in written language using acquired vocabulary associated with the science topics. • Student consistently and independently adds meaningful contributions to classroom discussions and activities. 	<ul style="list-style-type: none"> • Student meets standards and is able to extend key concepts to real-life experiences and project based learning. • Student consistently and independently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.