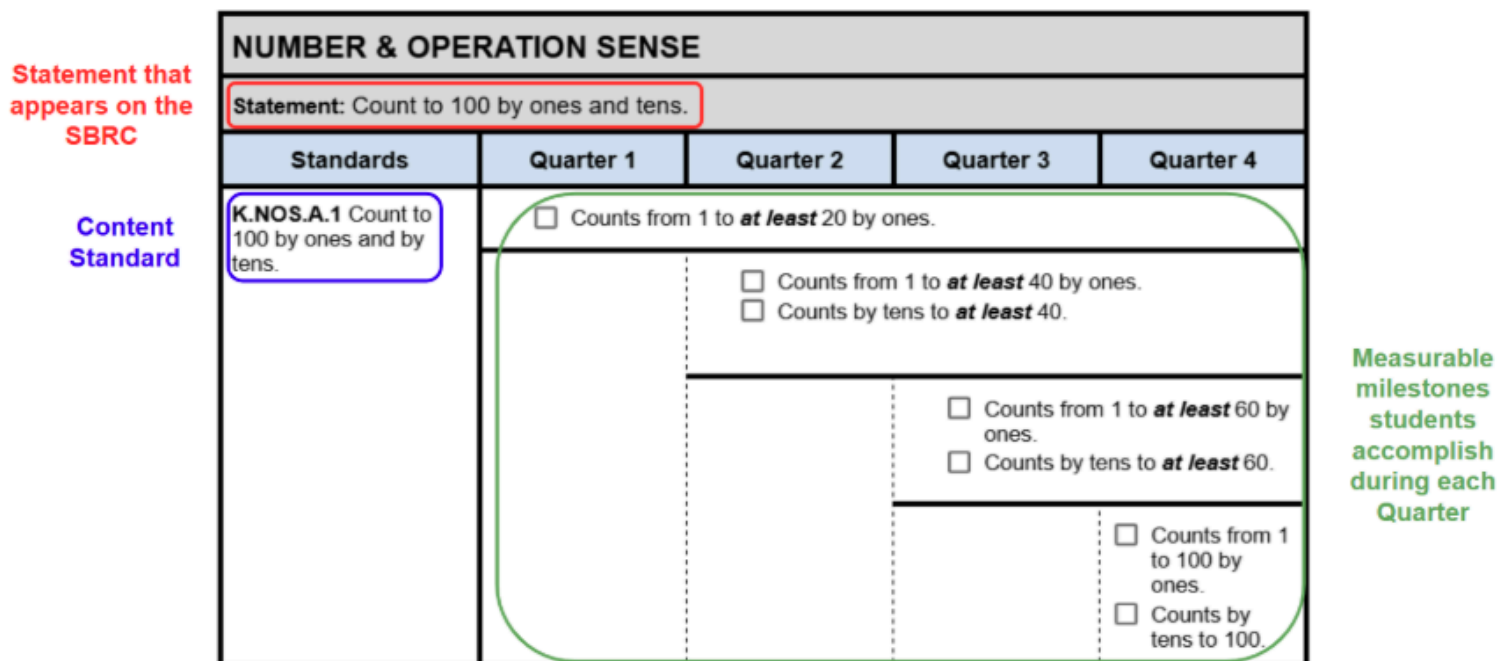


Kindergarten Quarterly Criteria - St. Mary's County Public Schools

How To Use This Document



The diagram describes the components of the Quarterly Criteria document.

The ratings are as follows:

4	Meets the expectation; Applies the skill with the appropriate level of independence.
3	Approaching the expectation; Needs occasional support.
2	Developing towards the expectation; Needs consistent support.
1	Minimal progress towards the expectation; Needs significant support.
NA	Not Assessed.

Kindergarten Quarterly Report Card Criteria

& OPERATION SENSE				
Count to 100 by ones and tens.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Count to 100 by ones	☐ Counts from 1 to at least 20 by ones.			
		☐ Counts from 1 to at least 40 by ones.		
		☐ Counts by tens to at least 40.		
			☐ Counts from 1 to at least 60 by ones.	
☐ Counts by tens to at least 60.				
				☐ Counts from 1 to 100 by ones.
				☐ Counts by tens to 100.
Count forward from any given number within 100.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Count forward from any given number within 100.	☐ Counts forward to at least 20 starting with any given number other than 1.			
		☐ Counts forward to at least 40 starting with any given number other than 1.		
		☐ Counts forward to at least 60 starting with any given number other than 1.		
			☐ Counts forward to 100 starting with any given number other than 1.	
Count backwards from any given number within 20.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Count backwards from any given number within 20.	N/A	☐ Counts back from any given number within 10.		
			☐ Counts back from any given number within 20.	

& OPERATION SENSE

				☐ Counts back from a given number
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Represent a number of objects with a written numeral within 20.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Represent a number of objects with a written numeral within 20, understanding that "0" represents a count of no objects.	☐ Counts objects and matches the total number of objects to a written numeral using manipulatives and number cards within 10, understanding that "0" represents a count of no objects. ☐ Connects the number of objects in a group to the written numeral in authentic contexts. ☐ Explores and connects multiple representations of a number.			
			☐ Counts objects and matches the total number of objects to a written numeral using manipulatives and number cards within 20, understanding that "0" represents a count of no objects ☐ Connects the number of objects in a group to the written numeral in authentic contexts. ☐ Explores and connects multiple representations of a number.	

Write numbers from 0 to 20.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Write numbers from 0 to 20, understanding that each number from 1 to 9 represents a quantity that is 1 more than the number before it.	☐ Accurately and legibly writes numbers 0-10, allowing for standard-oriented reversals (e.g., a backward 3) but not positional transpositions (e.g., writing 10 as 01).			
			☐ Accurately and legibly writes numbers 0-20, allowing for standard-oriented reversals (e.g., a backward 3) but not positional transpositions (e.g., writing 10 as 01).	

Recognize quantities of up to 10 without counting by visually identifying and combining smaller, familiar groups.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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& OPERATION SENSE				
se the relationship bers and quantities unt objects with rrespondence a line, a rectangular or as many as 10 er configuration) and the last number otal when asked (cardinality).	☐ Recognizes the number of objects without counting (subitizing) with unfamiliar patterns within 3 and familiar patterns within 5 (e.g., dots on dice, dominoes, five/ten frames).			
			☐ Recognizes the number of objects without counting (subitizing) with unfamiliar patterns within 6 and familiar patterns within 10 (e.g., dots on dice, dominoes, or ten-frames).	
ecognize the number set without counting th both unfamiliar n 6 and familiar n 10.				
ount objects with one-to-one correspondence and can verbalize that the last number stated is the total when asked, “How many?”				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
se the relationship bers and quantities unt objects with rrespondence a line, a rectangular or as many as 10 er configuration) and the last number otal when asked (cardinality).	☐ Shows one-to-one correspondence to count objects across all configurations, and verbalizes that the last number stated is the total when asked: “how many”? (up to 10).			
			☐ Shows one-to-one correspondence to count objects across all configurations, and verbalizes that the last number stated is the total when asked: “how many?”	
Understand 10 as a group, collection, or bundle of ten ones called a “ten.”				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
nderstand 10 as a ion, or bundle of ten “ten.” a. Compose se numbers from 11 ones and some y using objects or l equations (e.g., 13 given number as ne correct number of	N/A			☐ Recognizes 10 as a group, collection, or bundle of ten ones called a “ten.”

& OPERATION SENSE

is one ten and three		
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compose and decompose numbers through 20, using multiple representations.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Understand 10 as a bundle of ten ones, or bundle of ten "ten." a. Compose numbers from 11 to 19 by using objects or drawings, and equations (e.g., 13 = 10 + 3). Describe a given number as one ten and some ones (e.g., 13 is one ten and three ones).	N/A			☐ Composes and decomposes numbers from 11 to 19 by using objects or drawings, and equations (e.g., 13 = 10 + 3).
Decompose numbers less than 20 in more than one way, by using objects or drawings, and record the decomposition with an equation (e.g., 10 = 4 + 5 + 1).				☐ Describes a number as one ten and some ones (e.g., 13 is one ten and three ones). ☐ Decomposes numbers within 10 in more than one way, by using objects or drawings, and records each decomposition with an equation (e.g., 10 = 4 + 5 + 1).

compare numbers through 20, using the symbols for greater than, equal to, or less than.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Compare two numbers within 20 using greater than, equal to, or less than, with objects or drawings, and written numerals.	☐ Compares two quantities within 10 using greater than, equal to, or less than, with objects, location on number paths, and written numerals.		☐ Compares two quantities within 20 using greater than, equal to, or less than, with objects, location on number paths, and written numerals.	

ADDITIONAL THINKING

Use counting to solve addition and subtraction problems within 10.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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AIC THINKING				
ve addition on problems ld to, take ether/take 10 and using ings, and/or	N/A			☐ Solves addition subtraction pro context within 1 ☐ Describes what happening in a subtraction situ own words. ☐ Demonstrates f their use of var strategies (e.g. on, counting ba
Use objects, drawings, or equations to solve addition and subtraction problems within 10.				
ards	Quarter 1	Quarter 2	Quarter 3	Quarter
resent subtraction esented s or (symbols) objects, ngs, claps), uations, and/or ssions and	N/A			☐ Physically man objects/fingers addition and su situations within ☐ Connects conc visual models, mathematical s ☐ Makes connect between additi subtraction situ part-part-whole relationships.
Recognize and describe patterns in numbers and operations, and use those patterns to identify relationships and make generalizations.				
ards	Quarter 1	Quarter 2	Quarter 3	Quarter
ntify, extend, peating BAAB, AABBCC) e objects, ounds, or	☐ Identifies repeating patterns (up to 3 elements) using concrete objects, drawings, sounds, or movements.			
		☐ Identifies and extends repeating patterns (up to 3 elements) using concrete objec sounds, or movements.		
			☐ Identifies, extends, and creates repeating patten elements) using concrete objects, drawings, s movements.	

SPATIAL REASONING AND MEASUREMENT				
Use precise mathematical vocabulary to describe shapes, spatial relationships, and measurement attributes, and to justify reasoning.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Describe the attributes of objects (e.g., length, width, height, and area) using appropriate language (e.g., long, short, tall, heavy, light, full, empty). Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier"). Describe the attributes of objects in terms of length, width, height, and area, using appropriate language (e.g., long, short, tall, heavy, light, full, empty). Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier").	☐ Describes relative positions of objects using terms such as above, below, beside, in front of, behind, and next to. ☐ Uses appropriate positional or directional language to tell where objects are in the environment. ☐ Uses classroom objects or manipulatives to physically demonstrate positions and use accurate language to describe relationships.
Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier"). Describe the attributes of objects in terms of length, width, height, and area, using appropriate language (e.g., long, short, tall, heavy, light, full, empty). Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier").	☐ Compares length, or the distance between the endpoints of an object. ☐ Uses direct comparison by physically placing objects side by side and visually determining which has more or less of the attribute (e.g., which is taller, shorter, heavier, lighter).
Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier"). Describe the attributes of objects in terms of length, width, height, and area, using appropriate language (e.g., long, short, tall, heavy, light, full, empty). Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier").	☐ Identifies 2D shapes including circle, triangle, square, and hexagon regardless of orientation. ☐ Finds examples and counterexamples of 2D shapes in the environment. ☐ Identifies shapes as 2D (lying in a plane, "flat").
Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier"). Describe the attributes of objects in terms of length, width, height, and area, using appropriate language (e.g., long, short, tall, heavy, light, full, empty). Identify and describe objects with specific attributes in words (e.g., "taller," "shorter," "heavier," "lighter," "fuller," "emptier," "longer," "shorter," "taller," "shorter," "heavier," "lighter," "fuller," "emptier").	☐ Uses appropriate language to describe objects. ☐ Describes objects in terms of one or more attributes (length, width, height, weight, and capacity).

Geometric Reasoning and Measurement				
Use precise mathematical vocabulary to describe shapes, spatial relationships, and measurement attributes, and to justify reasoning.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
				☐ Directly compare two-dimensional shapes, placing them side by side to observe similarities or differences. Measure a measurable attribute (length, height, width, or capacity). ☐ Identifies 3D shapes, including cones, cylinders, and spheres, regardless of size. ☐ Finds examples and counterexamples of 3D shapes in the environment. ☐ Identifies shapes that are not solids (lying in a plane) as "solid".

Kindergarten Quarterly Report Card Criteria

LITERATURE AND INFORMATIONAL TEXT: WITH GUIDANCE AND SUPPORT				
: Asks and answers questions about key details in stories and informational texts with prompting and support.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
With prompting and support, answer key questions about key details in the text.	☐ With prompting and support, answer questions. ☐ Begin answering who, what, when, where, how many, and how questions.	☐ With prompting, know how to ask a question. ☐ Continue answering who, what, when, where, how many, and how questions.	☐ With support, determine which details are important in the text and why. ☐ With prompting and support, begin asking who, what, when, where, how many, and how questions.	
: Identifies and retells important parts of stories and informational texts, including characters, events, key details, or main topics and support.				
Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
With prompting and support, identify the main topic and retell key details.	☐ With prompting and support, know what a topic is. ☐ With prompting and support, identify the main topic.	☐ With prompting and support, determine the key details from the text. ☐ With prompting and support, connect the key details to determine the main topic.	☐ With prompting and support, know how to retell using key details.	
With prompting and support, retell familiar stories, including key details.	☐ With prompting and support, verbalize the basic elements of the story (character, setting, problem, resolution, ending). ☐ With prompting and support, identify key details.	☐ With prompting and support, identify the main events of the story. ☐ With prompting and support, begin retelling the story.	☐ With prompting and support, correctly sequence the events of the story by retelling the story (e.g., be done verbally, drawing a picture, sorting pictures, etc.).	
: Identifies similarities and differences between texts or topics, with guidance. Compares and contrasts experiences of characters and events with prompting and support.				

ards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
With prompting and support, describe the relationship between two events, ideas, or pieces of information.	☐ With prompting and support, know what an event is. ☐ With prompting and support, distinguish what is an important piece of information. ☐ With prompting and support, make a connection between the text and personal experiences.	☐ With prompting and support, retell events or pieces of information in a text. ☐ With prompting and support, explain the relationship between two individuals, events, or pieces of information (e.g., compare/contrast, cause/effect).	☐ With prompting and support, connect individuals and events. ☐ With prompting and support, link people and events to a larger context.	
With prompting and support, identify characters, settings, and major events in a story.	☐ With prompting and support, identify characters. ☐ With prompting and support, identify settings.	☐ With prompting and support, identify major events.	☐ With prompting and support, identify the problem and solution.	
With prompting and support, identify the role of the author or illustrator of a text and define the main purpose or information in the text.	☐ With prompting and support, define the role of the author. ☐ With prompting and support, define the role of the illustrator.	☐ With prompting and support, identify the name of the author. ☐ With prompting and support, identify the name of the illustrator.		
With prompting and support, identify the main ideas and supporting details in and across two or more texts on the same topic or issue, or on related topics.	☐ With prompting and support, state the topic of text.	☐ With prompting and support, listen to and discuss a variety of texts. ☐ With prompting and support, recognize texts that have the same topic. ☐ With prompting and support, know that comparing means looking for things that are the same. ☐ Identify the similarities between people, places, things, and events.	☐ With prompting and support, know that contrasting means looking for differences. ☐ Identify the differences between people, places, things, and events.	
With prompting and support, compare and contrast the characters and events in a story.	☐ With prompting and support, understand that an experience can be part of an adventure or plot.			

	☐ With prompting and support, understand the what (plot) of the story. ☐ With prompting and support, understand the who (characters) of the story. ☐ With prompting and support, know that comparing means looking for things that are the same. ☐ Identify similarities in the experiences of characters. ☐ With prompting and support, know that contrasting means looking for differences. ☐ Identify differences in the adventures of characters.
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Describes how illustrations and details support understanding of a text, using pictures and words together with prompting and support.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identify the front cover, back cover, and title page of a book.	☐ Identify the front cover. ☐ Identify the back cover. ☐ Identify the title page.	☐ Explain the purpose of the title page. ☐ Identify and explain information found on the front and back cover of a book.		
Recognize the characteristics of different genres of texts (e.g., storybooks, poems, traditional tales, fiction, nonfiction, drama, and traditional tales).	☐ With prompting and support, begin to learn common genres and begin to recognize them (e.g., storybook, poem, nursery rhyme, fiction, nonfiction, drama, and traditional tales).	☐ With prompting and support, discuss characteristics of different genres of literary texts (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction).	☐ With prompting and support, compare different genres of literary texts (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction).	
With modeling, prompting, and support, identify the relationship between illustrations and the text in which they appear (e.g., place, thing, person, or idea; what the text is about; what the story is about).	☐ With modeling, prompting, and support, recognize what an illustration is (e.g., picture, photo, drawing, sketch). ☐ With modeling, prompting, and support, describe the illustrations in a story with relevant details.	☐ With modeling, prompting, and support, know that the illustrations help you understand the text and the person, place, thing or idea the text is about. ☐ With modeling, prompting, and support, know that the illustrations help you understand the story, its characters, and the plot.	☐ With modeling, prompting, and support, explain how illustrations/photographs or text features contribute to understanding the text.	

		☐ With modeling, prompting, and support, connect the story with the illustrations.
With modeling, prompting, and support, know that an author writes to share what they think. With modeling, prompting, and support, recall details from a text.		☐ With modeling, prompting, and support, identify a key point(s) made by the author. ☐ With modeling, prompting, and support, understand that authors try to explain the world around them.
		☐ With modeling, prompting, and support, identify reasons the author provides that support the point of view and answer questions about details and how they relate to the author's point(s) in a text.

Actively engages in shared reading experiences, demonstrating understanding through discussion and responses with prompting.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
With modeling, prompting, and support, participate in collaborative conversations. With modeling, prompting, and support, listen to a text intently and with a purpose.		☐ With modeling, prompting, and support, use a variety of strategies to determine the meaning of frequently used words.		
With modeling, prompting, and support, use a variety of strategies to determine the meaning of frequently used words. With modeling, prompting, and support, read and comprehend literary and informational texts with complexity.				

FOUNDATIONAL SKILLS

Demonstrates understanding of print concepts, including directionality, word spacing, and the organization of books and text.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
of	☐ Demonstrate interest/attention to print. ☐ Follow words from left to right, top to bottom, front to back, and page by page. ☐ Make a return sweep to the next line of text. ☐ Differentiate between numerals and letters. ☐ Attend to print in order to learn all letter names.			
		☐ Know the difference between a letter and a word. ☐ Recognize that letters build words and words build sentences.		

Identifies and manipulates beginning, middle, and ending sounds in spoken words and syllables.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
of	☐ Demonstrates phonemic awareness based on skills taught during Tier 1 Heggerty.			

Names letters and produces their corresponding sounds.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
e	☐ Identify and name all lowercase letters in isolation and in random order. ☐ Produce sounds and connect them with their corresponding letters or letter combinations one sound (digraphs /th/, /sh/, /wh/, /ch/, /ck/) with accuracy and automaticity. ☐ Identify the beginning letter(s) (grapheme) and beginning sound of familiar words. ☐ Identify the final letter(s) and final sound of familiar words. ☐ Identify the medial letter(s).			
			☐ Identify and name all upper letters in isolation and in random order.	
				☐ Identify, name, and write the most common words.

s a f	☐ Demonstrate proper pencil grip. ☐ Engage in frequent letter forming practice to increase accuracy and automaticity.		
r		☐ Identify the difference between consonants and vowels.	☐ Recognize that a single vowel letter stands for a vowel sound.

Applies letter-sound relationships to read and spell simple one-syllable words.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
			☐ Decode and encode one-syllable words with single consonants and all short vowels (e.g., bag, sip, web, hog, cut).	☐ Decode and encode one-syllable words with one consonant and one short vowel (e.g., chap, that).
s	☐ Recognize and read high-frequency words with increasing automaticity.			
e				☐ Practice decoding and encoding words by only one letter at a time (e.g., chaining (e.g., bug; cat, rat).

Engages in early fluent reading behaviors, reading familiar words and simple decodable texts with developing accuracy and speed.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
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at	☐ Engage in Interactive Read-Alouds using a wide selection of texts that include varied topics, structures, and genres representing a variety of cultures.			
		☐ Name all lowercase letters in non-sequential order with accuracy and automaticity. ☐ Produce the sound(s) for each letter of the alphabet with accuracy and automaticity. ☐ Orally read lists of words consisting of taught grapheme-phoneme correspondences, demonstrating increasing accuracy and automaticity, self-correcting as necessary.	☐ Name all uppercase letters in non-sequential order with accuracy and automaticity. ☐ Engage in imitative reading (choral and echo reading) with accuracy and automaticity, self-correcting as necessary. ☐ Orally read lists of phrases consisting of taught grapheme-phoneme correspondences, demonstrating increasing accuracy and automaticity, self-correcting as necessary. ☐ Orally read texts consisting of previously taught grapheme-phoneme correspondences, demonstrating increasing accuracy and automaticity, self-correcting as necessary. ☐ Use knowledge of end punctuation to signal expression of complete thoughts. ☐ Apply knowledge of high-frequency words when reading.	

Uses drawing, dictating, and writing to share ideas and write simple opinion, informative, or narrative pieces with support. Narrative provides related details.

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
f ion h der e and on c My	☐ Draw a picture that expresses an opinion. ☐ Orally state an opinion or preference about a topic or book. ☐ Know that an opinion is not a fact.			
		☐ Draw a picture that expresses an opinion about a character, an event from the book, or the book's theme. ☐ Dictate a sentence about the picture.	☐ Write a sentence that states an opinion in response to a text.	

f pla me and c.	☐ Draw a picture that shows information about a topic, an event from the book, or the book itself. ☐ Orally state a fact(s) about the topic. ☐ Know the difference between a fact and an opinion.	
	☐ Draw a picture that expresses information about a topic, an event from the book, or the b ☐ Dictate a sentence about the picture. ☐ With modeling, prompting, and support, identify facts and opinions within a specific source	☐ Write a sentence that states the topic and supply so information/facts about the topic.
f ate or y at	☐ Reflect on personal experiences to contribute and provide personal reactions. ☐ Recount a single event or several loosely linked events. ☐ Draw a picture that tells about an event.	
	☐ Recall the who, what, and when of an event. ☐ Tell about the details of an event in the order in which they occurred through drawing or c	☐ Express through drawing, dictating, and/or legible w opening sentence that sets up the story. ☐ Use a combination of drawing, dictating, and writing single event or several loosely linked events, tell abo in the order in which they occurred, and provide a re what happened.

: Participates in shared writing and research activities, contributing ideas and information through discussion, drawing, or writing

s	Quarter 1	Quarter 2	Quarter 3	Quarter 4
d and om l	☐ With guidance and support, follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time on topics and texts under discussion). ☐ With guidance and support, ask and answer questions about key details in a text read aloud or information presented orally.			
	☐ With guidance and support, identify how language choices in writing and speaking affect feelings.		☐ With guidance and support: ☐ Use sensory details to expand ideas. ☐ Use effective details, words, and figurative l the student's own composing. ☐ Use descriptive words to expand and improv	

e a al ce ng n		☐ With prompting and support, contribute to a shared writing experience using digital tools.
ch oks ons		☐ Participate in a shared research and writing project. ☐ Explore and identify human, print, online, and multimedia resources. ☐ Contribute to a learning community.
m r m ces		☐ With guidance and support, use prior knowledge to formulate questions to meet an information need. ☐ With guidance and support, record data/information in a variety of formats. ☐ With guidance and support, draw conclusions from the recorded data/information to create new understandings. ☐ With guidance and support, explain the idea of giving credit to sources of information.

GRADE

Grade 1: Uses words and simple sentences to communicate ideas, demonstrating emerging control of basic grammar (nouns, verbs) and shared writing.

Skills	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Identify and		☐ Recognize all lowercase letters. ☐ Correctly form all lowercase letters.	☐ Recognize all uppercase letters. ☐ Correctly form all lowercase letters.	

e ouns	☐ Demonstrate the use of nouns as naming words when speaking and/or writing. ☐ Demonstrate the use of verbs as action words when speaking and/or writing. ☐ Demonstrate subject/verb agreement when speaking and/or writing. ☐ Use correct verb tense when speaking and/or writing. ☐ Demonstrate noun/pronoun agreement when speaking and/or writing. ☐ Use commonly confused words correctly, such as get/got, have/has when writing and speaking.
m al y by r /es/ dogs; s).	☐ Know that many singular nouns can become plurals by adding s or es. ☐ With prompting and support, use regular plural nouns when speaking and writing.
and n (es) what, n,	☐ Participate in oral language activities that foster questioning skills. ☐ Form questions using who, what, where, when, why and how.
e the ently s m, in, for, .	☐ With prompting and support, demonstrate the use of prepositions when speaking and writing. ☐ Know that the position of objects can be described by using words like to, from, etc.
duce n uage	☐ Know how to speak in complete sentences. ☐ Know that you can expand a sentence by adding adjectives (color words) and prepositional phrases (in the room). ☐ Use and expand complete sentences in conversation, in response to questions during language experience activities.

Standard 2: Demonstrates early understanding of writing conventions, including capital letters, spacing between words, and end punctuation.

ards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
ne a nd	☐ Know that a sentence begins with a capital letter. ☐ Know that the pronoun I is capitalized in a sentence.			

h /.		☐ Capitalize the first word in a sentence when writing. ☐ Capitalize the pronoun I when writing.
and . .	☐ Know that a sentence needs some type of ending punctuation.	☐ Know when to use a period, question mark, or exclamation point in writing. ☐ With prompting and support, use end punctuation when writing a sentence.
te a ers and ().	☐ Understand the relationship between a letter and the sounds it makes.	☐ Identify letter or letters for most consonant and short-vowel sounds presented in a variety of texts.
ell ds , of - s.		☐ Identify common spelling patterns. ☐ Recognize that space is used to separate words. ☐ Apply conventional spelling rules for grade-appropriate words in writing. ☐ Use logical graphemes to represent phonemes in words.

3: Builds vocabulary through conversation, read-alouds, and experiences, using new words to describe ideas, actions, and objects.

Words	Quarter 1	Quarter 2	Quarter 3	Quarter 4
mine e and aning sed arten l	☐ Know many common and familiar words. ☐ Recognize that a word is unknown.	☐ Use context and/or pictures to help determine a new meaning for a known word. ☐ Know that some words have other meanings.	☐ Use the familiar and new meanings correctly. ☐ Know that parts can be added to a word to change its meaning.	
nd n ore s and word	☐ Group objects by colors, sizes, and shapes. ☐ Sort given objects into groups. ☐ Develop prior knowledge and vocabulary through exposure to a variety of literary and informational text (narrative and expository text reflecting a wide range of cultures). ☐ Know and use basic verbs and adjectives.	☐ Sort pictures into categories and label the categories. ☐ Access prior knowledge and experiences.		

		☐ Identify connections between words and their application to real life. ☐ With guidance and support from adults, explore nuances in word meanings.
words s rough ns, ing d to	☐ Know the rules of speaking with others. ☐ Know how to sustain a conversation.	☐ Talk about ideas or events in a story. ☐ Respond to ideas they have heard or read about. ☐ Respond in sentences or phrases. ☐ Use new vocabulary in conversations about what you have learned or read.
With nd k and	☐ With prompting and support, answer questions about unknown words in a text.	
bout ords		☐ With prompting and support, ask questions about unknown words in a text.

Kindergarten Quarterly Report Card Criteria

Science

Develops an understanding of what plants and animals need to survive in their environment.

Standard(s)	Quarter 1 ONLY <i>This should be marked NA for Quarters 2, 3, 4</i>
Describe what plants and animals need to survive in their environment.	☐ Observe and describe what animals and plants need to survive using dictation, drawings, or verbal communication. ☐ <i>What This Might Look/Sound Like: Animals need food to survive.</i>☐ <i>What This Might Look/Sound Like: Plants need sunlight to survive.</i> ☐ Represent the needs of an animal and plant to help them survive through labeling and drawing. ☐ <i>What This Might Look/Sound Like: The drawing shows a deer eating grass.</i>☐ <i>What This Might Look/Sound Like: The drawing shows grass needing sunlight.</i>
Construct an understanding of how plants and animals change over time to meet their needs.	
Create a model of the relationship between the environment and plants and animals, including the places they live.	

Earth Science

Standard: Develops an understanding of patterns and variations in local weather and the purpose of weather forecasting.

Standard(s)	Quarter 2 ONLY <i>This should be marked NA for Quarters 1, 3, 4</i>
Use and variations of weather conditions patterns	☐ Communicate weather conditions through dictation, drawing, or verbal communication. ☐ <i>What This Might Look/Sound Like: It is sunny.</i> ☐ <i>What This Might Look/Sound Like: It is cloudy.</i> ☐ <i>What This Might Look/Sound Like: It is rainy.</i>
Ask questions to obtain information about the weather to prepare for severe weather.	☐ Identify a weather pattern over time through dictation, drawing, or verbal communication. ☐ <i>What This Might Look/Sound Like: It has been sunny all week.</i> ☐ <i>What This Might Look/Sound Like: It has been cloudy part of the week.</i> ☐ Ask questions to know how to prepare for severe weather. ☐ <i>What This Might Look/Sound Like: If there is a tornado warning, where do I go?</i>

Engineering

Standard: Develops and revises a plan to solve a problem.

Standard(s)	Quarter 3 ONLY <i>This should be marked NA for Quarters 1, 2, 4</i>
Develop a model, drawing, or plan to solve the problem.	☐ Draw and label an object based on certain criteria (i.e. the penny boat has to hold 20 pennies).

Physical Science	
: Understands the effects of different pushes and pulls on the motion of an object.	
Standard(s)	Quarter 4 ONLY <i>This should be marked NA for Quarters 1, 2, 3</i>
and investigation effects lengths or ons of ls on the object.	☐ Describe the effects of pulls on an object using dictation, drawings or verbal communication. ☐ <i>What This Might Look/Sound Like: The car goes faster with a stronger pull.</i> ☐ Describe how to change the speed of an object using dictation, drawings or verbal communication. ☐ <i>What This Might Look/Sound Like: The car goes faster down a higher ramp.</i>
alyze data a design as ange the ion of an ish or a	

Kindergarten Quarterly Report Card Criteria

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ment 1: Examines the concept of freedom.

Active(s) and Indicator(s)	Quarter 2 ONLY <i>This should be marked NA for Quarters 1, 3, 4</i>
Students will examine the concept of freedom by: Defining freedom as being able to choose what your life looks like without interference from others. Defining equality as the same rights and responsibilities that are held by all people. Evaluating how people and communities have the ability to restrict freedom by making rules in order to maintain freedom, equality, and equity.	☐ Understand that freedom is being able to choose what your life looks like without interference from others. ☐ Understand that equality is people having what they need to be successful regardless of their identity. ☐ Explain that rules are important for freedom, equality, and equity; but also can be restrictive using drawings, or verbal communication. ☐ <i>What This Might Look/Sound Like: No running in the hallways.</i>

ment 2: Examines the role of conflict and compromise.

Students will examine the role of conflict and compromise by: Identifying school or community situations that require working with groups. Explaining that individuals and communities compromise whenever they resolve conflict. Exploring how compromise is used in daily life at home, school, and in the community.	☐ Identify conflicts that may happen at school and/or in communities that need to be resolved by working with groups. ☐ Understand that compromise is important in order to resolve a conflict. ☐ Provide an example of how compromising is used at school, home, or in the community using drawings, or verbal communication. ☐ <i>What This Might Look/Sound Like: Taking turns on a swing.</i>
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Services (continued)**Element 3:** Analyzes how groups and people in authority use rules to promote the common good.

Objective(s) and Indicator(s)	Quarter 2 ONLY <i>This should be marked NA for Quarters 1, 3, 4</i>
Students will analyze how groups in authority use rules to promote the common good by: Explaining that rules serve to order and protect individual rights. Comparing rules at home, school, and community. Creating a list of rules to support a community.	☐ Explain what rules are and why rules are important using dictation, drawings, or verbal communication. ☐ Provide an example of rules at home, school, and community using dictation, drawings, or verbal communication. ☐ <i>Examples include (but are not limited to) clean up your toys, walk in the hallway, use traffic rules.</i> ☐ Participate in creating classroom rules.

Geography**Element 1:** Explains how location makes their community special.

Objective(s) and Indicator(s)	Quarter 1 ONLY <i>This should be marked NA for Quarters 2, 3, 4</i>
Students will be able to explain how location makes their community special by: Locating Maryland using cardinal directions on maps, globes, GPS, and/or other tools. Locating key physical features and man-made features in their school community using maps and other geographic tools. Describing where places are located in their school community on a map using relative distance and direction, such as near-far, above-below and cardinal directions (north, south, east, west).	☐ Point to Maryland on a map. ☐ Point to different map symbols, like a key or compass rose. ☐ Participate in creating a classroom map using relative distance/directions and cardinal directions.

Element 2: Analyzes the human and environmental interactions in their school community.

Students will analyze the unique human and environmental interactions in their school community by:	☐ Explain how the environment affects us through drawings, verbal communication, or dictation.
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Geography

ment 1: Explains how location makes their community special.

Indicator(s) and Indicator(s)	Quarter 1 ONLY <i>This should be marked NA for Quarters 2, 3, 4</i>
Explaining how people adapt to the environment.	

aphy (continued)

ment 3: Describes how transportation and communication link people and places by the movement of goods and people.

Indicator(s) and Indicator(s)	Quarter 1 ONLY <i>This should be marked NA for Quarters 2, 3, 4</i>
Students will describe how transportation and communication link people and places by movement of goods and people by: Explaining how transportation and people both near and far. Explaining how communication and ideas both near and far.	☐ Identify an example of how goods and people are transported using dictation, drawings, or verbal communication. ☐ <i>What This Might Look/Sound Like: Trains can transfer goods or people.</i> ☐ Provide an example of how they communicate with people using dictation, drawings, or verbal communication. ☐ <i>What This Might Look/Sound Like: Talking or video chat.</i>

Economics

Unit 1: Analyzes the role of scarcity in their lives.

Indicator(s) and Indicator(s)	Quarter 3 ONLY <i>This should be marked NA for Quarters 1, 2, 4</i>
Students will analyze the role of scarcity in their lives by: Explaining why people can't have everything they want using classroom and real-world examples. Identifying natural and human resources in schools. Explaining why natural and human resources are limited in the world.	☐ Understand that there is not enough of everything to always get what you want. ☐ Give an example of natural and human resources using dictation, drawings, or verbal communication. ☐ <i>Examples include (but are not limited to) water, wood, doctors, and firefighters.</i> ☐ Understand that resources are limited. ☐ <i>Example: gas for buses.</i>

Unit 2: Analyzes decision-making.

Students will analyze decision-making by: Determining that people make choices because of limited resources. Explaining that the consequences of choices can be in the future.	☐ Explain that you need to make good choices because resources are limited using dictation, drawings, or verbal communication. ☐ Understand that choices could have future consequences.
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conomics (continued)**ent 3: Analyzes trade.**

Active(s) and Indicator(s)	Quarter 3 ONLY <i>This should be marked NA for Quarters 1, 2, 4</i>
Students will analyze trade by: Identifying barter as a form of Explaining that people benefit from trade voluntarily. Describing times when they have traded goods or services that were needed, and the benefit they got from	☐ Understand the definition that barter is trading one thing for another without money. ☐ <u>What This Might Look/Sound Like:</u> Trade a red pencil for a blue pencil. ☐ Understand that trading can greatly benefit people. ☐ Provide an example of a time they traded and the benefit they gained through dictation, drawing or communication.

ory**1: Analyzes change over time in school.**

Standard(s)	Opportunities for Observing Skills	Quarter 4 ONLY <i>This should be marked NA for Quarters 1, 2, 3</i>
Students will analyze change over time in school by: Comparing school schedules to the past, present, and future.	- Unit 4, Inquiry 1, Lesson 1 Lesson 1 blueprint Lesson 1 slide deck	☐ Explain the difference between past, present and future using drawings, or verbal communication.

2: Analyzes life in the past.

Students will analyze life in the past by:	- Unit 4, Inquiry 3, Lesson 1 Lesson 1 blueprint Lesson 1 slide deck	☐ Use photographs, images or texts to compare schools from the past.
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1: Analyzes change over time in school.

Standard(s)	Opportunities for Observing Skills	Quarter 4 ONLY <i>This should be marked NA for Quarters 1, 2, 3</i>
ing photographs, images, schools in the past. ing how life today is similar an in the past using a variety of sources.		☐ Explain using diction, organizer, drawing or verbal comm show the similarities and differences of life today and in th