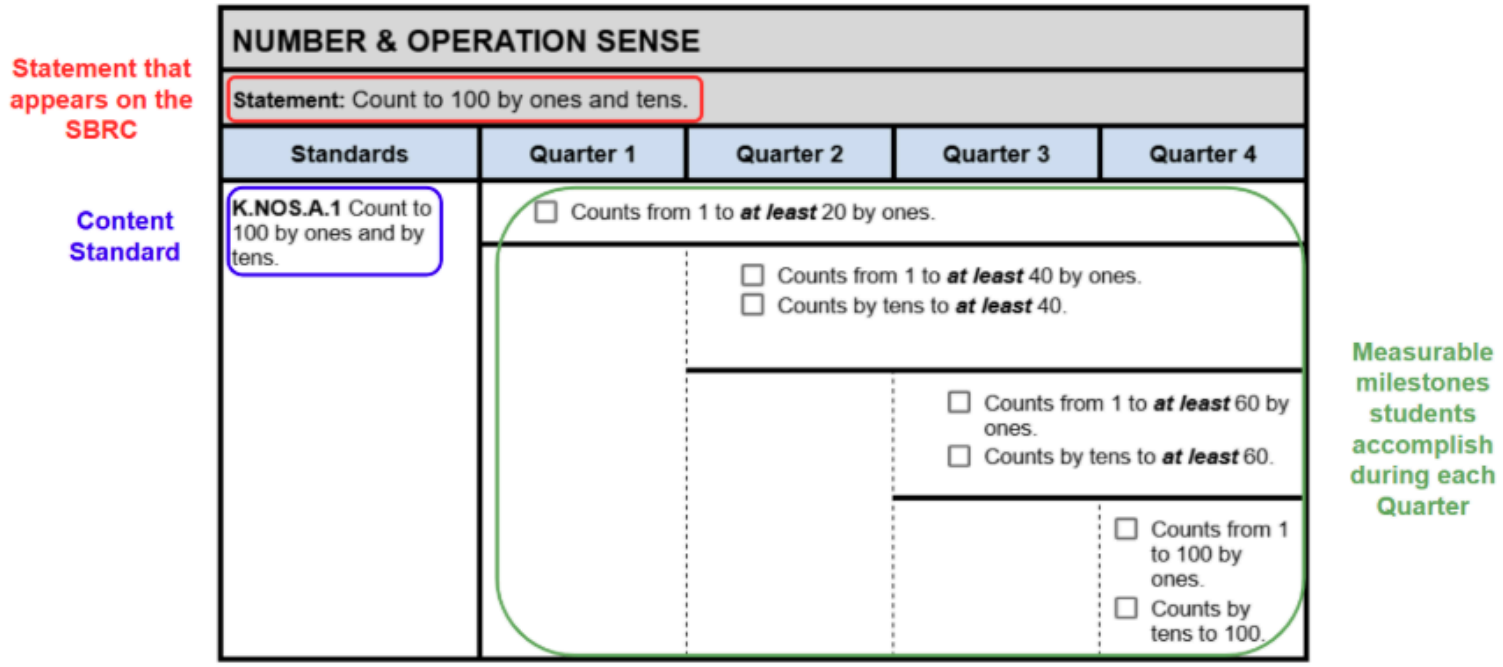
Kindergarten Quarterly Criteria - St. Mary's County Public Schools

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.

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Last Update: 9/1/2026

Kindergarten Quarterly Report Card Criteria

NUMBER & OPERATION SENSE

Statement: Count to 100 by ones and tens.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.A.1 Count to 100 by ones and by tens.	☐ 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.

Statement: Count forward from any given number within 100.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.A.2 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.

NUMBER & OPERATION SENSE

Statement: Count backwards from any given number within 20.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.A.3 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 15.	☐ Counts back from any given number within 20.

Statement: Represent a number of objects with a written numeral within 20.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.A.5 Represent a number of objects with a written numeral within 20 (with 0 representing 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.	

NUMBER & OPERATION SENSE

Statement: Write numbers from 0 to 20.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.A.4 Write numbers from 0 to 20.	☐ 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 19 as 91).	

Statement: 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
K.NOS.B.6 Use the relationship between numbers and quantities within 20 to count objects with one-to-one correspondence (arranged in a line, a rectangular array, a circle, or as many as 10 things in scatter configuration) and verbalize that the last number stated is the total when asked “How many?” (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).			
K.NOS.B.8 Recognize the number of objects in a set without counting (subitizing) with both unfamiliar patterns within 6 and familiar patterns within 10.		☐ 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).		

NUMBER & OPERATION SENSE

Statement: Count 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
K.NOS.B.6 Use the relationship between numbers and quantities within 20 to count objects with one-to-one correspondence (arranged in a line, a rectangular array, a circle, or as many as 10 things in scatter configuration) and verbalize that the last number stated is the total when asked “How many?” (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”? (up to 20).		

Statement: Understand 10 as a group, collection, or bundle of ten ones called a “ten.”

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.C.9 Understand 10 as a group, collection, or bundle of ten ones called a “ten.” a. Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3). b. Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).	N/A			☐ Recognizes 10 as a group, collection, or bundle of ten ones called a “ten.”

NUMBER & OPERATION SENSE

Statement: Compose and decompose numbers through 20, using multiple representations.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.C.9 Understand 10 as a group, collection, or bundle of ten ones called a “ten.” a. Compose and decompose numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3). b. Describe a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).	N/A			☐ Composes and decomposes numbers from 11 to 19 into ten ones and some further ones by using objects or drawings, and equations (e.g., 13 = 10 + 3). ☐ Describes a given number as one ten and the correct number of ones (e.g., 13 is one ten and three ones).
K.NOS.D.11 Decompose numbers within 10 in more than one way, by using objects or drawings, and record each decomposition with a drawing or equation (e.g., 10 = 4 + 6 and 10 = 4+5 + 1).				☐ Decomposes numbers within 10 in more than one way, by using objects or drawings, and records each decomposition with a drawing or equation (e.g., 10 = 4 + 6 and 10 = 4+5 + 1).

Statement: Compare numbers through 20, using the symbols for greater than, equal to, or less than.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.NOS.C.10 Compare two quantities within 20 using greater than, equal to, or less than, with objects, location on number paths, 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.			

NUMBER & OPERATION SENSE

		☐ Compares two quantities ***within 20*** using greater than, equal to, or less than, with objects, location on number paths, and written numerals.

ALGEBRAIC THINKING

Statement: Use counting to solve addition and subtraction problems within 10.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.AT.A.2 Solve addition and subtraction problems in context (add to, take from, put together/take apart) within 10 and represent by using objects, drawings, and/or equations	N/A			☐ Solves addition and subtraction problems in context within 10. ☐ Describes what is happening in an addition or subtraction situation in their own words. ☐ Demonstrates flexibility in their use of various strategies (e.g., counting on, counting back).

Statement: Use objects, drawings, or equations to solve addition and subtraction problems within 10.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.AT.A.1 Represent addition and subtraction situations (presented with numerals or mathematical symbols) within 10 with objects, fingers, drawings, sounds (e.g., claps), acting out situations,	N/A			☐ Physically manipulates objects/fingers to represent addition and subtraction situations within 10. ☐ Connects concrete objects, visual models, and mathematical symbols. ☐ Makes connections between addition and

ALGEBRAIC THINKING

using verbal explanations, and/or writing expressions and equations.		subtraction situations and part-part-whole relationships.

Statement: Recognize and describe patterns in numbers and operations, and use those patterns to identify relationships and make generalizations.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
K.AT.B.3 Identify, extend, and create repeating patterns (AABAAB, ABCABC, or AABBCC) using concrete objects, drawings, sounds, or movements.	☐ 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 objects, drawings, sounds, or movements.		
			☐ Identifies, extends, and creates repeating patterns (up to 3 elements) using concrete objects, drawings, sounds, or movements.	

GEOMETRIC REASONING AND MEASUREMENT				
Statement: 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**

K.GR.A.1 Describe measurable attributes of an object such as length, height, weight, and capacity using appropriate vocabulary (e.g., long, short, tall, heavy, light, wide, narrow, full, empty).

K.GR.A.2 Directly compare two objects with a measurable attribute in common, using words such as “greater/less,” “more/fewer,” “longer/shorter,” “lighter/heavier,” or “taller/shorter.”

K.GR.B.4 Describe the relative positions of objects using terms such as above, below, beside, in front of, behind, and next to.

K.GR.B.5 Identify and describe given shapes and shapes of objects in everyday situations including two-dimensional shapes (circle, triangle, rectangle, square, hexagon) and three-dimensional shapes (cone, cube, cylinder, and sphere) regardless of their orientation or overall size.

K.GR.B.6 Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

- ☐ 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 spatial relationships.

- ☐ Compares length, or the distance between the endpoints of an object.
- ☐ Uses direct comparison by physically placing objects side by side and visually or tactically determining which has more or less of the attribute (e.g., which is taller, shorter, heavier, lighter).

- ☐ Identifies 2D shapes including circle, triangle, rectangle, square, and hexagon regardless of orientation or size.
- ☐ Finds examples and counterexamples of 2D shapes in their environment.
- ☐ Identifies shapes as 2D (lying in a plane, “flat”).

- ☐ Uses appropriate vocabulary to describe and compare objects.
- ☐ Describes objects by talking about one or more of their attributes (length, height, weight, and capacity).

GEOMETRIC REASONING AND MEASUREMENT

Statement: 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
K.GR.B.7 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides, edges, and vertices/"corners") and other attributes (e.g., having sides of equal length).				☐ Directly compares two objects, placing them side by side to observe similarities or differences of a measurable attribute (length, height, weight, and capacity). ☐ Identifies 3D shapes including cone, cube, cylinder, and sphere regardless of orientation or size. ☐ Finds examples and counterexamples of 2D and 3D shapes in their environment. ☐ Identifies shapes as 2D (lying in a plane, "flat") or 3D "solid".

DRAFT

Last Update: 9/1/2026

Kindergarten Quarterly Report Card Criteria

LITERATURE AND INFORMATIONAL TEXT: WITH GUIDANCE AND SUPPORT

Statement 1: 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
RI/RL.K. 1 With prompting and support, ask and answer questions about key details in a 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.	

Statement 2: Identifies and retells important parts of stories and informational texts, including characters, events, key details, or main topics with prompting and support.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RI.K.2 With prompting and support, identify the main topic and retell key details in a text.	☐ 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 of a text.	☐ With prompting and support, know how to retell information using key details.	

RL.K.2 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/order the events of the story by retelling the story (e.g., retelling can be done verbally, drawing a picture, sorting picture cards, etc.).	
Statement 3: Identifies similarities and differences between texts or topics, with guidance. Compares and contrasts experiences of characters in two texts with prompting and support.				
Standards	**Quarter 1**	**Quarter 2**	**Quarter 3**	**Quarter 4**
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	☐ 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, ideas, 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 their ideas.	
RL.K.3 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.	

RI/RL.K.6 Name the author and illustrator of a text/story and define the role of each in presenting the ideas or information in a 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.	
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	☐ 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 alike or 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.
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	☐ 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 alike or 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.

Statement 4: 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
RI.K.5 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.		
RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).	☐ 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 text (e.g., poetry, drama, nursery rhymes, traditional tales, fiction, non-fiction).	☐ With prompting and support, compare different versions of the same story, rhyme, or traditional tale.	
RI/RL.K.7 With modeling, prompting, and support, describe the relationship between illustrations and the text/story in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts; what moment in a story an illustration depicts).	☐ 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 more about 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 more about 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 point of the story with the illustrations.	

RI.K.8 With modeling, prompting, and support, identify the reasons an author gives to support points in a text.	☐ 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 their thinking.		
			☐ With modeling, prompting, and support, identify specific reasons the author provides that support the point(s); and answer questions about details and how they support the author's point(s) in a text.	

Statement 5: Actively engages in shared reading experiences, demonstrating understanding through discussion and responses with prompting and support.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RI.K.10 With prompting, modeling, and support, read informational texts appropriately complex for kindergarten. **RL.K.10** With prompting, modeling, and support, read literary texts appropriately complex for kindergarten.	☐ Participate in collaborative conversations. ☐ Listen to a text intently and with a purpose.			
		☐ With modeling, prompting, and support, use a variety of strategies to determine and clarify the meaning of frequently used words.		
			☐ With modeling, prompting, and support, read and comprehend literary and informational texts with increasing complexity.	

READING FOUNDATIONAL SKILLS

Statement 1: Demonstrates understanding of print concepts, including directionality, word spacing, and the organization of books and text.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RF.K.1 Demonstrate understanding of the organization of print and knowledge of letters.	☐ 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.		

Statement 2: Identifies and manipulates beginning, middle, and ending sounds in spoken words and syllables.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RF.K.2 Demonstrate understanding of rhyming words, syllables, and sounds (phonemes).	☐ Demonstrates phonemic awareness based on skills taught during Tier 1 Heggerty.			

Statement 3: Names letters and produces their corresponding sounds.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RF.K.3.a Demonstrate knowledge of the alphabetic principle.		☐ Identify and name all lowercase letters in isolation and in random order. ☐ Produce sounds and connect them with their corresponding letters or letter combinations that make 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 print the most common digraphs.
RF.K.3.b Form/print all upper and lowercase letters correctly, using a common path of movement.	☐ Demonstrate proper pencil grip. ☐ Engage in frequent letter forming practice to increase accuracy and automaticity.			
RF.K.3.c Associate the long and short sounds with common spellings (graphemes) for the five major vowels.		☐ Identify the difference between consonants and vowels.	☐ Recognize that a single vowel letter stands for a short or long vowel sound.	

Statement 4: Applies letter-sound relationships to read and spell simple one-syllable words.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RF.K.3.d Know and apply phonics skills in order to decode and encode one-syllable words.			☐ 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 consonant digraphs and short vowels (e.g., wish, chap, that).
RF.K.3.e Read common high frequency words by sight.	☐ Recognize and read high-frequency words with increasing automaticity.			
RF.K.3.f Decode and encode words that are minimal pairs.				☐ Practice decoding and encoding words that differ by only one sound - word chaining (e.g., bag, big, bug; cat, rat, chat).

Statement 5: Engages in early fluent reading behaviors, reading familiar words and simple decodable texts with developing accuracy and self correction.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
RF.K.4 Read grade-appropriate texts with	☐ Engage in Interactive Read-Alouds using a wide selection of texts that include varied topics, structures, and genres representing a wide variety of cultures.			

sufficient accuracy to support comprehension.		☐ 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) at an appropriate rate and with prosody. ☐ 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 in reading. ☐ Apply knowledge of high-frequency words when reading texts.	

WRITING

Statement 1: Uses drawing, dictating, and writing to share ideas and write simple opinion, informative, or narrative pieces with support. Names a topic or event and provides related details.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which	☐ 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 itself. ☐ Dictate a sentence about the picture.		

they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…).			☐ Write a sentence that states an opinion in response to a prompt.
W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	☐ 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 book itself. ☐ 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 some information/facts about the topic.
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	☐ 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 dictating.	☐ Express through drawing, dictating, and/or legible writing an opening sentence that sets up the story. ☐ Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Statement 2: Participates in shared writing and research activities, contributing ideas and information through discussion, drawing, or writing.

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
W.K.5 With modeling, guidance, and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	☐ With guidance and support, follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about 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 thoughts and feelings.	☐ With guidance and support: ☐ Use sensory details to expand ideas. ☐ Use effective details, words, and figurative language in the student's own composing. ☐ Use descriptive words to expand and improve writing.	
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		☐ With prompting and support, contribute to a shared writing experience using digital tools.		
W.K.7 Participate in shared research and writing projects (e.g., explore a		☐ Participate in a shared research and writing project. ☐ Explore and identify human, print, online, and multimedia resources. ☐ Contribute to a learning community.		

number of books by a favorite author and express opinions about them).		
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		☐ 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.

LANGUAGE

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

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
L.K.1.a Print many upper and lowercase letters.		☐ Recognize all lowercase letters. ☐ Correctly form all lowercase letters.	☐ Recognize all uppercase letters. ☐ Correctly form all lowercase letters.	
L.K.1.b Use frequently occurring nouns and verbs.	☐ 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/or speaking.
L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).			☐ 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.
L.K.1.d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	☐ Participate in oral language activities that foster questioning skills.		
		☐ Form questions using who, what, where, when, why and how.	
L.K.1.e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, or, by, with).		☐ 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, in, on, etc.
L.K.1.f Produce and expand complete sentences in shared language activities.		☐ 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, and during language experience activities.

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

Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
L.K.2.a Capitalize the first word in a sentence and the pronoun *I*.	☐ Know that a sentence begins with a capital letter. ☐ Know that the pronoun I is capitalized in a sentence.		☐ Capitalize the first word in a sentence when writing. ☐ Capitalize the pronoun I when writing.	
L.K.2.b Recognize and name end punctuation.	☐ 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.	
L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).	☐ 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.		
L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		☐ 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.		

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

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Standards	Quarter 1	Quarter 2	Quarter 3	Quarter 4
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	☐ 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.	
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	☐ 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) 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.		
L.K.6 Use words and phrases acquired through conversations, reading, being read to, and responding to text.	☐ 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.		
RI/RL.K.4 With prompting and support, ask and answer questions about unknown words	☐ With prompting and support, answer questions about unknown words in a text.	☐ With prompting and support, ask questions about unknown words in a text.		

in a text.		

Kindergarten Quarterly Report Card Criteria

A. Life Science

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

Standard(s)	Quarter 1 ONLY *This should be marked NA for Quarters 2, 3, 4*
K-LS1-1: Use observations to describe patterns of what plants and animals (including humans) need to survive. **K-ESS2-2:** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. **K-ESS3-1:** Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.	☐ Observe and describe what animals and plants need to survive using dictation, drawings, or verbal communication. ☐ *What This Might Look/Sound Like: Animals need food to survive.* ☐ *What This Might Look/Sound Like: Plants need sunlight to survive.* ☐ Represent the needs of an animal and plant to help them survive through labeling and drawing. ☐ *What This Might Look/Sound Like: The drawing shows a deer eating grass.* ☐ *What This Might Look/Sound Like: The drawing shows grass needing sunlight.*

B. Earth Science

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

Standard(s)	Quarter 2 ONLY *This should be marked NA for Quarters 1, 3, 4*
K-ESS2-1: Use and share observations of local weather conditions to describe patterns over time. **K-ESS3-2:** Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	☐ Communicate weather conditions through dictation, drawing, or verbal communication. ☐ *What This Might Look/Sound Like: It is sunny.* ☐ *What This Might Look/Sound Like: It is cloudy.* ☐ *What This Might Look/Sound Like: It is rainy.* ☐ Identify a weather pattern over time through dictation, drawing, or verbal communication. ☐ *What This Might Look/Sound Like: It has been sunny all week.* ☐ *What This Might Look/Sound Like: It has been cloudy part of the week.* ☐ Ask questions to know how to prepare for severe weather. ☐ *What This Might Look/Sound Like: If there is a tornado warning, where do I go?*

C. Engineering

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

Standard(s)	Quarter 3 ONLY *This should be marked NA for Quarters 1, 2, 4*
K-2-ETS1-2: Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	☐ Draw and label an object based on certain criteria (i.e. the penny boat has to hold 20 pennies).

D. Physical Science

Statement: Understands the effects of different pushes and pulls on the motion of an object.

Standard(s)	Quarter 4 ONLY *This should be marked NA for Quarters 1, 2, 3*
K-PS2-1: Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. **K-PS2-2:** Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	☐ Describe the effects of pulls on an object using dictation, drawings or verbal communication. ☐ *What This Might Look/Sound Like: The car goes faster with a stronger pull.* ☐ Describe how to change the speed of an object using dictation, drawings or verbal communication. ☐ *What This Might Look/Sound Like: The car goes faster down a higher ramp.*

Kindergarten Quarterly Report Card Criteria

A. Civics

Statement 1: Examines the concept of freedom.

Objective(s) and Indicator(s)	Quarter 2 ONLY *This should be marked NA for Quarters 1, 3, 4*
K.1.1 Students will examine the concept of freedom by: **K.1.1.a** Defining freedom as being able to choose what your life looks like without interference from others. **K.1.1.b** Defining equality as the same freedoms that are held by all people. **K.1.1.d** Evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote 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 identities. ☐ Explain that rules are important for freedom, equality, and equity; but also can be restrictive using dictation, drawings, or verbal communication. ☐ *What This Might Look/Sound Like: No running in the hallways.*

Statement 2: Examines the role of conflict and compromise.

K.1.2 Students will examine the role of conflict and compromise by: K.1.2.a Identifying school or community conflicts that require working with groups to resolve. **K.1.2.d** Explaining that individuals and people in authority compromise whenever possible to resolve conflict. **K.1.2.e** Exploring how compromise is used in civic life at home, school, and community.	☐ Identify conflicts that may happen at school and/or in communities that need to be resolved by working in 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 dictation, drawings, or verbal communication. ☐ *What This Might Look/Sound Like: Taking turns on a swing.*

A. Civics (continued)

Statement 3: Analyzes how groups and people in authority use rules to promote the common good.

Objective(s) and Indicator(s)	Quarter 2 ONLY *This should be marked NA for Quarters 1, 3, 4*
K.1.3 Students will analyze how groups and people in authority use rules to promote the common good by: **K.1.3.a** Explaining that rules serve to support order and protect individual rights. **K.1.3.b** Comparing rules at home, school, and community. **K.1.3.e** Creating a list of rules to support a just classroom.	☐ 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. ☐ *Examples include (but are not limited to) clean up your toys, walk in the hallway, use traffic lights.* ☐ Participate in creating classroom rules.

B. Geography

Statement 1: Explains how location makes their community special.

Objective(s) and Indicator(s)	Quarter 1 ONLY *This should be marked NA for Quarters 2, 3, 4*
K.2.1 Students will be able to explain how location makes their community special by: **K.2.1.a** Locating Maryland using cardinal directions on maps, globes, GPS, and/or Google Earth **K.2.1.d** Locating key physical features and human-made features in their school community using maps and other geographic tools. **K.2.1.e** Describing where places are located in their school community on a map using relative distance and directions, such as near-far, above-below and cardinal directions (north, south, east, and 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.

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

K.2.2 Students will analyze the unique human and environmental interactions in their school community by: **K.2.2.c** Explaining how people adapt to changes in the environment.	☐ Explain how the environment affects us through drawings, verbal communication, or dictation.

B. Geography (continued)

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

Objective(s) and Indicator(s)	Quarter 1 ONLY *This should be marked NA for Quarters 2, 3, 4*
K.2.3 Students will describe how transportation and communication link people and places by movement of goods and ideas by: **K.2.3.a** Explaining how transportation links goods and people both near and far. **K.2.3.b** Explaining how communication links people to ideas both near and far.	☐ Identify an example of how goods and people are transported using dictation, drawings, or verbal communication. ☐ *What This Might Look/Sound Like: Trains can transfer goods or people.* ☐ Provide an example of how they communicate with people using dictation, drawings, or verbal communication. ☐ *What This Might Look/Sound Like: Talking or video chat.*

C. Economics

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

Objective(s) and Indicator(s)	Quarter 3 ONLY *This should be marked NA for Quarters 1, 2, 4*
K.3.1 Students will analyze the role of scarcity in their lives by: **K.3.1.a** Explaining why people can't have everything they want using classroom and school examples. **K.3.1.b** Identifying natural and human productive resources in schools. **K.3.1.c** Explaining why natural and human productive resources are limited in schools.	☐ 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. ☐ *Examples include (but are not limited to) water, wood, doctors, and firefighters.* ☐ Understand that resources are limited. ☐ *Example: gas for buses.*

Statement 2: Analyzes decision-making.

K.3.2 Students will analyze decision making by: **K.3.2.a** Determining that people make choices because of limited resources. **K.3.2.c** Explaining that the consequences of choices lie 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.

C. Economics (continued)

Statement 3: Analyzes trade.

Objective(s) and Indicator(s)	Quarter 3 ONLY *This should be marked NA for Quarters 1, 2, 4*
K.3.3 Students will analyze trade by: **K.3.3.a** Identifying barter as a form of trade. **K.3.3.b** Explaining that people benefit when they trade voluntarily. **K.3.3.c** Describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.	☐ 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 verbal communication.

D. History

Statement 1: Analyzes change over time in school.

Standard(s)	Opportunities for Observing Skills	Quarter 4 ONLY *This should be marked NA for Quarters 1, 2, 3*

K.4.1 Students will analyze change over time in school by:
 	
K.4.1.a Analyzing school schedules to determine 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 dictation, drawings, or verbal communication.

Statement 2: Analyzes life in the past.

K.4.2 Students will analyze life in the past by:
 	
K.4.2.a Analyzing photographs, images, and text from schools in the past.
 	
K.4.2.c Explaining how life today is similar and different than in the past using evidence from a variety of sources.
	• Unit 4, Inquiry 3, Lesson 1
	  ○ Lesson 1 blueprint
	  ○ Lesson 1 slide deck
		☐ Use photographs, images or texts to compare schools now to those in the past.
		
		☐ Explain using diction, organizer, drawing or verbal communication to show the similarities and differences of life today and in the past.