



### **Performance Levels PreK-4**

Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- 4 – The student is meeting grade-level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills, consistent accuracy and independence, and a high level of quality.
- 3 – The student is consistently meeting grade-level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 – The student is progressing toward grade-level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 – At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.
- NA – Not assessed at this time.

### Reading Literature and Informational Text

AREA OF ASSESSMENT: Asks and answers questions in a text with support

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can ask and answer questions about familiar texts read aloud (including the following: who, what, where, when, why, how or main topic, key details).</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can ask and answer questions about benchmark texts read (including the following: who, what, where, when, why, how or main topic, key details).</li> </ul>	
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can consistently, with prompting and support, answer questions about familiar texts read aloud (including the following: who, what, where, when, why, how or main topic, key details).</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can consistently, with some prompting and support, ask and answer questions about familiar texts read aloud (including the following: who, what, where, when, why, how or main topic, key details).</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can ask and answer questions about benchmark texts read (including the following: who, what, where, when, why, how or main topic, key details).</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can answer little to no questions about familiar texts read aloud.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can ask and answer some questions about familiar texts read aloud.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can ask and answer some questions about benchmark texts read aloud.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Reading Literature and Informational Text

AREA OF ASSESSMENT: Retells stories or informational texts using key details with support

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can retell a familiar story/text using multiple details (including characters and setting).</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can retell a benchmark text in sequence using multiple details (including characters and setting).</li> </ul>	
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can retell 2-3 details from a familiar story/text.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can consistently retell a familiar story/text using multiple details (including characters and setting).</li> </ul>	
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can retell 0-1 details from a familiar story/text.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can retell 0-1 details from a familiar story/text.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can retell 0-2 details from a benchmark text.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

Area of Assessment Read decodable text with one-to-one letter sound correspondences.  
(based on new reading assessments)

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>applies strategies to decode words when reading above grade level text.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>applies multiple strategies to decode words when reading above grade level text.</li> </ul>
3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>frequently applies sound symbol correspondence using taught phonics skills to decode cvc words in a grade level text.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>frequently applies sound symbol correspondence using taught phonics skills to decode cvc words and words with digraphs in a grade level text.</li> </ul>
2		<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>occasionally applies sound symbol correspondence using taught phonics skills to decode cvc words in a grade level text.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>occasionally applies sound symbol correspondence using taught phonics skills to decode cvc words and words with digraphs in a grade level text.</li> </ul>
1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>	

### Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Recognizes and produces rhyming words

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize rhyming words orally and within a text.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student recognizes rhyming words orally and within a text. Student can generate multiple words that rhyme.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.</li> </ul>

	Student can generate multiple words that rhyme.		
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize a pair of rhyming words and produce an additional word that rhymes.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can consistently recognize a pair of rhyming words and produce additional words that rhymes.</li> </ul>	
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>when given three words, student can recognize a pair of rhyming words.</li> <li>student has difficulty producing an additional word that rhymes.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>when given three words, student can recognize a pair of rhyming words.</li> <li>student has difficulty producing an additional word that rhymes.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can recognize a pair of rhyming words.</li> <li>student has difficulty producing an additional word that rhymes.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Recognizes and names all uppercase and lowercase letters

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize and name all lowercase letters.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize and name all upper and lowercase letters in all contexts</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize and name all upper and lowercase letters in all contexts</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize and name all lowercase letters taught to date.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize and name all upper and lowercase letters.</li> </ul>	
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can not recognize and name all lowercase letters taught to date.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can not recognize and name all upper and lowercase letters</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can not recognize and name all upper and lowercase letters.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

AREA OF ASSESSMENT: Produces the primary sound for each consonant

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can produce the primary sound for all consonants with support (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)</li> </ul>		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can apply the primary sound for all consonants. (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)</li> </ul>

3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can produce the primary sound of the consonants taught to date.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can produce the primary sound for all consonants.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can produce the primary sound of half of the consonants taught to date with some errors.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can produce the primary sound of more than half of all consonants with some errors.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>	

### Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Reads heart words

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize all kindergarten sight words and high-frequency words</li> <li>student reads them within text and with automaticity.</li> </ul>		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can recognize all kindergarten sight words and high-frequency words.</li> <li>student reads them within text and with automaticity.</li> <li>student transfers all sight words correctly into writing.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize all sight words and high-frequency words taught to date.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize all sight words and high-frequency words taught to date.</li> <li>student reads them within text and with automaticity.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can recognize all kindergarten sight words and high-frequency words.</li> <li>student reads them within text and with automaticity.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can recognize half of sight words and high-frequency words taught to date with some errors.</li> </ul>		<b>With prompting and support...</b>

		<ul style="list-style-type: none"><li>• student can recognize half of all kindergarten sight words and high-frequency words.</li><li>• student may have some errors.</li></ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"><li>• Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li></ul>	



### Language and Writing

AREA OF ASSESSMENT: Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can draw a detailed picture.</li> <li>student uses letters to represent the beginning and ending sounds in words when writing narrative pieces.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>Student can draw a detailed picture.</li> <li>student consistently uses the correct letters to represent the beginning, middle and ending sounds in words.</li> <li>student can write a complete sentence.</li> <li>student is able to reread back all written work. (narrative and informational pieces)</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can draw a detailed picture.</li> <li>student consistently uses the correct letters to represent the beginning, middle and ending sounds in words.</li> <li>student can consistently write multiple sentences on the same topic.</li> <li>student can reread back all written work. (narrative, informational, and opinion pieces)</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can draw a recognizable picture.</li> <li>student uses letters to represent the beginning sounds in words when writing narrative pieces.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can draw a recognizable picture.</li> <li>student uses letters to represent the beginning and ending sounds in words.</li> <li>student can construct a simple sentence.</li> <li>student can reread back some written work. (narrative and informational pieces)</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can draw a detailed picture.</li> <li>student uses the correct letters to represent the beginning, middle and ending sounds in words.</li> <li>student can write a complete sentence.</li> <li>student can reread back all written work. (narrative, informational, and opinion pieces)</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can draw a picture that may or may be recognizable.</li> <li>student can verbally describe picture.</li> <li>student attempts labeling pictures when writing narrative pieces.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can draw a recognizable picture.</li> <li>student can label the picture.</li> <li>student attempts to use letters to represent the beginning sounds in words. (narrative and informational pieces)</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can draw a recognizable picture.</li> <li>student use letters to represent the beginning and ending sounds in words.</li> </ul>

			<ul style="list-style-type: none"> <li>student attempts to construct a simple sentence. (narrative, informational, and opinion pieces)</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Conventions of Standard English

AREA OF ASSESSMENT: Prints upper and lowercase letters

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can neatly and legibly write all uppercase and lowercase letters of the alphabet.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can neatly and legibly write all uppercase and lowercase letters of the alphabet.</li> <li>student applies correct letter formation in independent writing.</li> </ul>	
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write uppercase and lowercase letters of the alphabet taught to date.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write uppercase and lowercase letters of the alphabet taught to date.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write all upper and lowercase letters of the alphabet in isolation.</li> <li>student applies correct letter formation in independent writing most of the time.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can copy or trace uppercase and lowercase letters taught to date.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can copy or trace uppercase and lowercase letters taught to date.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can copy or trace all uppercase and lowercase letters of the alphabet.</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Conventions of Standard English

AREA OF ASSESSMENT: When writing simple sentences, use proper capitalization, spaces and punctuation.

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently....</b> <ul style="list-style-type: none"> <li>student can capitalize the first word in the sentence and the pronoun “I” in writing, put spaces between words and end sentences with proper punctuation..</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>student frequently capitalizes the first word in the sentence and the pronoun “I” in writing, put spaces between words and end sentences with proper punctuation.</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student occasionally capitalizes the first word in the sentence and the pronoun “I” in writing, put spaces between words and end sentences with proper punctuation.</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Conventions of Standard English

AREA OF ASSESSMENT: Spells simple words phonetically \*CVC Words - consonant, vowel, consonant - (c-a-t, d-o-g, r-a-n)

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can write words using the correct letters to represent the beginning, middle, and ending sounds (CVC words*).</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can write words using the correct letters to represent the beginning, middle, and ending sounds (CVC words).</li> <li>student attempts to write multisyllabic words.</li> </ul>
3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write words using letters to represent the beginning and ending sounds.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write words using the correct letters to represent the beginning, middle, and ending sounds (CVC words) .</li> <li>student may have difficulty writing multisyllabic words.</li> </ul>
2		<b>With prompting and support...</b>	<b>With prompting and support...</b>

		<ul style="list-style-type: none"><li>• student can use random letters or symbols to write words. (Letters may or may not include the sounds heard in the words).</li><li>• student may write words using letters to represent the beginning sound.</li></ul>	<ul style="list-style-type: none"><li>• student can write words using letters to represent the beginning sounds.</li><li>• student attempts to write words using letters to represent the ending sounds.</li></ul>
1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"><li>• Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li></ul>	

### Speaking and Listening

AREA OF ASSESSMENT: Expresses thoughts, feelings, and ideas clearly

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can express information about familiar persons, places, and objects, or experiences to answer a question clearly.</li> <li>student can communicate personal experiences with details and in sequential order.</li> <li>student can describe their feelings as well as peers effectively.</li> </ul>		
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can express information about familiar persons, places, and objects, or experiences to answer a question clearly.</li> <li>student can communicate some personal experiences with details.</li> <li>student can describe their feelings.</li> </ul>		
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can express information about familiar persons, places and objects, or experiences to answer a question with some misinterpretation.</li> <li>student can communicate some personal experiences with teacher support.</li> <li>student requires modeling and support to describe their feelings.</li> </ul>		
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Speaking and Listening

AREA OF ASSESSMENT: Follows classroom rules for discussion

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>• student is an active participant.</li> <li>• student offers/shares insightful and reflective ideas.</li> <li>• student initiates conversations and demonstrates higher level thinking.</li> <li>• student listens to peers while they are speaking.</li> <li>• student acts as a role model for making meaningful contributions to discussions.</li> </ul>		
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>• student can express themselves clearly.</li> <li>• student contributes information that is relevant and stays on topic with supporting details / evidence.</li> <li>• student can generate questions for peers/teachers.</li> <li>• student listens to peers while they are speaking.</li> </ul>		
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>• student can express themselves when called upon by the teacher.</li> <li>• student contributes information that is somewhat relevant to the discussion and tends to go "off" topic.</li> </ul>		
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>• Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Counting and Cardinality

AREA OF ASSESSMENT: Writes numbers from 0 to 20

Rubric Score		Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can write numbers . . .</li> </ul>	. . . beyond 5.	. . . beyond 10.	. . . beyond 20.
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can write numbers . . .</li> </ul>	. . . from 0 to 5.	. . . from 0 to 10.	. . . from 0 to 20.
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can copy or trace numbers . . .</li> <li>student may have errors.</li> </ul>	. . . from 0 to 5.	. . . from 0 to 10.	. . . from 0 to 20.
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>			

### Counting and Cardinality

AREA OF ASSESSMENT: Counts to identify the number of objects verbally and in print

Rubric Score		Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>when given a collection of ____ or more objects, student can count objects with one to one correspondence.</li> <li>student can identify the correct number of objects.</li> </ul>	10	15	20
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>when given a collection of up to ____ objects, student can count objects with one to one correspondence.</li> <li>student can identify the correct number of objects.</li> </ul>	5	10	20
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can count a collection of up to ____ objects with one to one correspondence.</li> <li>student may not identify the correct number of objects.</li> </ul>	5	10	15
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>			





### Counting and Cardinality

AREA OF ASSESSMENT: Compares numbers

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 5).</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 10).</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than the number of objects in another group and by how many (group size more than 20).</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 5).</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 10).</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 20).</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can compare the number of objects in two groups, identify some equal quantities, identifying greater than/less than (group size to 5).</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can compare the number of objects in two groups, identify some equal quantities, but may have difficulty identifying greater/less than (group size to 10).</li> </ul>	<b>With prompting and support</b> <ul style="list-style-type: none"> <li>student can compare the number of objects in two groups, identify some equal quantities, but may have difficulty identifying greater/less than (group size to 15).</li> </ul>
1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

### Counting and Cardinality

AREA OF ASSESSMENT: Counts by ones and tens to 100

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can count beyond 50 by ones.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can count beyond 100 by tens and ones.</li> </ul>

3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can count to 50 by ones.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can count to 100 by tens and ones.</li> </ul>
2		<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can count to 50 by ones.</li> <li>student may have errors.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can count to 100 by tens and ones.</li> <li>student may have errors.</li> </ul>
1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Operations and Algebraic Thinking

AREA OF ASSESSMENT: Understands addition as putting together. .

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 10 or fluently without objects, etc. to 10.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations from 11 to 19 or more, and can represent the equation using a number sentence.</li> </ul>
3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 and fluently without objects, etc. to 5.</li> </ul>
2		<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student represents addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student begins to represent addition with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.</li> </ul>

1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>
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AREA OF ASSESSMENT: Understands subtraction as taking apart.

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 10 or fluently without objects, etc. to 10.</li> </ul>	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations from 11 to 19 or more, and can represent the equation using a number sentence.</li> </ul>
3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.</li> </ul>	<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 and fluently without objects, etc. to 5.</li> </ul>
2		<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student represents subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5.</li> </ul>	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student begins to represent subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.</li> </ul>
1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>	

### Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Composes and decomposes numbers from 11 to 19 into tens and ones

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can compose and decompose numbers above 19 using more than one approach, i.e. using objects, drawings, and equations.</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can compose and decompose numbers from 11 to 19 using objects, drawings, or equations.</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student begins to use objects or drawings to compose and decompose numbers up to 11, using objects, drawings, or equations.</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Measurement and Data

AREA OF ASSESSMENT: Classify objects into given categories.

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>students can classify and sort more than 10 objects into given categories</li> <li>students can count the number of objects in each category</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>students can classify and sort up to 10 objects into given categories</li> <li>students can count the number of objects in each category</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>students can classify and sort up to 5 objects into given categories</li> <li>students can count the number of objects in each category</li> </ul>
1			<b>Inconsistent Performance</b>

			<ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>
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AREA OF ASSESSMENT: Identify the values of all U.S. coins and the one-dollar bill

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>name the penny, nickel, dime, quarter, and one-dollar bill</li> <li>identify the value of a penny, nickel, dime, quarter, and one-dollar bill</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>identify the value of a penny, nickel, dime, quarter and one-dollar bill</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>identify 2 to 3 of the values of penny, nickel, dime, quarter, and one-dollar bill</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

**Geometry**

AREA OF ASSESSMENT: Identifies & describes shapes: circle, square, rectangle, hexagon, triangle, sphere, cone, cube, & cylinder

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>• student can identify all shapes listed above.</li> <li>• student can describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.</li> <li>• student can describe all the distinguishing characteristics of the shape, and apply concepts to trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>• student can identify all shapes listed above.</li> <li>• student can describe all of the distinguishing characteristics of the shape.</li> <li>• student can describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>• student can identify 0-8 of the shapes listed above.</li> <li>• student can describe some of the distinguishing characteristics of the shape.</li> <li>• student may or may not be able to describe the shape's relative position using some of the terms such as above, below, beside, in front of, behind, and next to.</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>• Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Geometry

AREA OF ASSESSMENT: Analyzes (explain) and compares the similarities and differences between 2D and 3D shapes

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>student can analyze and compare/contrast two- and three-dimensional shapes using more formal language to describe their similarities, differences, and other attributes.</li> </ul>
3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>student can analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>student can analyze and compare two- and three-dimensional shapes using limited informal language to describe their similarities, differences, and other attributes.</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Social Studies

AREA OF ASSESSMENT: Explain the differences between expected and unexpected choices in school and their community.

	Trimester 1	Trimester 2	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>demonstrates making expected choices in their classroom and school while modeling expected behaviors for peers based on established rules.</li> </ul>		
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>demonstrates making expected choices in their classroom and school based on established rules.</li> </ul>		
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>demonstrates making expected choices most of the time in their classroom and school based on established rules.</li> </ul>		

1	<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>		

AREA OF ASSESSMENT: Explain the difference between needs and wants

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4		<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>Explain the difference and give examples of needs and wants and understand the financial impact.</li> </ul>	
3		<b>Consistently...</b> <ul style="list-style-type: none"> <li>Explain the difference and give examples of needs and wants.</li> </ul>	
2		<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>Explain the difference between a need and a want.</li> </ul>	
1		<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>	

AREA OF ASSESSMENT: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains)

Rubric Score	Trimester 1	Trimester 2	Trimester 3
4			<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>creates maps using additional details in a map key to identify physical features</li> </ul>



3			<b>Consistently...</b> <ul style="list-style-type: none"> <li>creates and uses a map and map key to identify continents, oceans, rivers and mountains</li> </ul>
2			<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>uses a map to identify key local features like their home, school and neighborhood</li> </ul>
1			<b>Inconsistent Performance</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Science Unit 1 - Weather

AREA OF ASSESSMENT: Use and share observations of local weather conditions to describe patterns over time.

Rubric Score	Trimester 1
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

Area Of Assessment: Asks questions to obtain information about the purpose of weather forecasting to prepare for and respond to severe weather.

Rubric Score	Trimester 1
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>describes weather patterns over time;</li> <li>understands the purpose of weather forecasting.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Science Unit 2 -Pushes and Pulls

AREA OF ASSESSMENT: 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.

Rubric Score	Trimester 2
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> </ul>
3	<b>Consistently...</b>

	<ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

AREA OF ASSESSMENT: Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or pull

Rubric Score	Trimester 2
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>explains the effects of different strengths/directions of pushes/pulls on the motion of an object;</li> <li>explains that the speed or direction of an object can be changed with a push or pull.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

**Science Unit 3 - Effects of the Sun**

AREA OF ASSESSMENT: Make observations to determine the effect of sunlight on Earth's surface;

Rubric Score	Trimester 2
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>understands the effect of sunlight on Earth's surface;</li> <li>describes the warming effect of sunlight on Earth's surface.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>understands the effect of sunlight on Earth's surface;</li> <li>describes the warming effect of sunlight on Earth's surface.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>understands the effect of sunlight on Earth's surface;</li> <li>describes the warming effect of sunlight on Earth's surface.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

AREA OF ASSESSMENT: Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

Rubric Score	Trimester 2
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>understands the effect of sunlight on Earth's surface;</li> <li>describes the warming effect of sunlight on Earth's surface.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>understands the effect of sunlight on Earth's surface;</li> <li>describes the warming effect of sunlight on Earth's surface.</li> </ul>

2	<b>With prompting and support...</b> <ul style="list-style-type: none"><li>• understands the effect of sunlight on Earth's surface;</li><li>• describes the warming effect of sunlight on Earth's surface.</li><li>• may include errors and/or misconceptions.</li></ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"><li>• Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li></ul>

**Science Unit 4 - Basic Needs of Living Things**

AREA OF ASSESSMENT: Use observations to describe patterns of what plants and animals need to survive.

Rubric Score	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>understands the needs of plants and animals to survive;</li> <li>understands the relationship between the needs of different plants and animals and the places they live</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>understands the needs of plants and animals to survive;</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>understands the needs of plants and animals to survive;</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

AREA OF ASSESSMENT: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Rubric Score	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>understands the relationship between the needs of different plants and animals and the places they live;</li> <li>explains how plants and animals can change the environment to meet their needs.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>explains how plants and animals can change the environment to meet their needs.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>explains how plants and animals can change the environment to meet their needs.</li> </ul>

	<ul style="list-style-type: none"> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

AREA OF ASSESSMENT: Use a model to represent the relationship between the needs of different plants or animals and the places they live.

Rubric Score	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>understands the relationship between the needs of different plants and animals and the places they live;</li> <li>explains how plants and animals can change the environment to meet their needs.</li> </ul>
3	<b>Consistently...</b> <ul style="list-style-type: none"> <li>explains how plants and animals can change the environment to meet their needs.</li> </ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"> <li>explains how plants and animals can change the environment to meet their needs.</li> <li>may include errors and/or misconceptions.</li> </ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"> <li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li> </ul>

### Science Unit 5 - Basic Needs of Humans

AREA OF ASSESSMENT: Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

Rubric Score	Trimester 3
4	<b>Consistently and independently...</b> <ul style="list-style-type: none"> <li>describes the impact of humans on the land, water, air, and/or other living things in the local environment.</li> </ul>

3	<b>Consistently...</b> <ul style="list-style-type: none"><li>describes the impact of humans on the land, water, air, and/or other living things in the local environment.</li></ul>
2	<b>With prompting and support...</b> <ul style="list-style-type: none"><li>describes the impact of humans on the land, water, air, and/or other living things in the local environment.</li><li>may include errors and/or misconceptions.</li></ul>
1	<b>Inconsistent Performance...</b> <ul style="list-style-type: none"><li>Not yet meeting grade level expectations outlined in the above levels, inclusive of prompting and support.</li></ul>