

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Asks and answers questions about key details in the text (L)**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL.1 With prompting and support, ask and answer questions about key details in a text.

K.RL.10 Actively engages in group reading activities with purpose and understanding.

#### First Trimester: Benchmarks

Not assessed in this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Proficient (3)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Advanced (4)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

#### Third Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Proficient (3)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Advanced (4)	Analyzes and evaluates key details in a text

### READING

**Essential Standard: Asks and answers questions about key details in the text (I)**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students learn to use skills and strategies needed to comprehend, analyze and evaluate literary and informational text.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RI.1 With prompting and support, ask and answer questions about key details in a text.

K.RI.10 Actively engages in group reading activities with purpose and understanding.

#### First Trimester: Benchmarks

Not assessed in this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support, to ask and answer questions about key details in a text; actively engages in group reading activities with purpose and understanding
Proficient (3)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Advanced (4)	Independently, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding

#### Third Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about key details in a text; no involvement in group reading activities with purpose and understanding
Needs Improvement (2)	Requires substantial prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Proficient (3)	With prompting and support, asks and answers questions about key details in a text; actively engages in group reading activities with purpose and understanding
Advanced (4)	Analyzes and evaluates key details in a text

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Retells familiar stories including key details (L)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL. 2. With prompting and support, retell familiar stories including key details.

First Trimester: Benchmarks	
Warning (1)	Unable to retell familiar stories including key details.
Needs Improvement (2)	Requires substantial prompting and support, retells familiar stories including key details.
Proficient (3)	With prompting and support, consistently retells familiar stories including key details.
Advanced (4)	Independently retells familiar stories including key details.

Second Trimester: Benchmarks	
Warning (1)	Unable to retell familiar stories including key details.
Needs Improvement (2)	Requires substantial prompting and support, retells familiar stories including key details.
Proficient (3)	With prompting and support, consistently retells familiar stories including key details.
Advanced (4)	Independently retells familiar stories including key details.

Third Trimester: Benchmarks	
Not assessed in this trimester	

### READING

**Essential Standard: Identifies main topic and retells key details of text (I)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RI 2: With prompting and support, identify the main topic and retell key details of a text.

K.RI 8: With prompting and support identify the reasons an author gives to support points in a text.

First Trimester: Benchmarks	
Not assessed in this trimester	

Second Trimester: Benchmarks	
Warning (1)	Unable to identify the main topic and retell key details of an informational text
Needs Improvement (2)	Requires substantial prompting and support, identifies the main topic and retells key details of an informational text
Proficient (3)	With prompting and support, identifies the main topic and retells key details of an informational text
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Unable to identify the main topic and retell key details of a text; identify the reasons an author gives to support points in an informational text.
Needs Improvement (2)	Requires substantial prompting and support, identifies the main topic and retells key details of an informational text; identifies the reasons an author gives to support points in an informational text.
Proficient (3)	With prompting and support, identifies the main topic and retells key details of an informational text; identifies the reasons an author gives to support points in an informational text.
Advanced (4)	Independently identifies the main topic and retells key details of an informational text; identifies and evaluates the reasons an author gives to support points in an informational text.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Identifies and compares characters, settings, and events within a story and between two stories (L)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL. 3: With prompting and support, identify and compare characters, setting and major events in a story.

K.RL. 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

First Trimester: Benchmarks	
Warning (1)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Needs Improvement (2)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Proficient (3)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Advanced (4)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

Second Trimester: Benchmarks	
Warning (1)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Needs Improvement (2)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Proficient (3)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Advanced (4)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

Third Trimester: Benchmarks	
Warning (1)	Unable to identify and compares characters, setting and major events in a story and compares and contrast the adventures and experiences of characters in familiar stories.
Needs Improvement (2)	Requires substantial prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Proficient (3)	With prompting and support, identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.
Advanced (4)	Independently identifies and compares characters, setting and major events in a story and compares and contrasts the adventures and experiences of characters in familiar stories.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Asks and answers questions about unknown words in a text.(L,I)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL.4: Ask and answers questions about unknown words in text.

K.RI. 4: With prompting and support ask and answer questions about unknown words in a text.

#### First Trimester: Benchmarks

Not assessed this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about unknown words in a text.
Needs Improvement (2)	Requires substantial prompting and support, asks and answers questions about unknown words in a text.
Proficient (3)	With prompting and support, consistently asks and answers questions about unknown words in a text.
Advanced (4)	Independently, discovers meaning of unknown words in a text.

#### Third Trimester: Benchmarks

Warning (1)	Unable to ask and answer questions about unknown words in a text.
Needs Improvement (2)	Requires substantial prompting and support, asks and answers questions about unknown words in a text.
Proficient (3)	With prompting and support, consistently asks and answers questions about unknown words in a text.
Advanced (4)	Independently, discovers meaning of unknown words in a text.

### READING

**Essential Standard: Recognizes and responds to common types of text (e.g., storybooks, poems) (L)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL. 5: Recognize common types of text (e.g. storybooks, poems).

K.RL. 8A MA: Identify and respond to characteristics of poetry for children: rhyme, regular beats and repetition and sounds of words and phrases.

#### First Trimester: Benchmarks

Warning (1)	Unable to recognize common types of text including poetry
Needs Improvement (2)	With prompting and support recognizes common types of text including poetry
Proficient (3)	Independently recognizes common types of text including poetry
Advanced (4)	Independently recognizes common types of text including poetry and can give an example of each

#### Second Trimester: Benchmarks

Warning (1)	Unable to recognize common types of text including poetry
Needs Improvement (2)	With prompting and support recognizes common types of text including poetry
Proficient (3)	Independently recognizes common types of text including poetry
Advanced (4)	Independently recognizes common types of text including poetry and can give an example of each

#### Third Trimester: Benchmarks

Warning (1)	Unable to recognize common types of text including poetry identifies and responds to characteristics of poetry
Needs Improvement (2)	With prompting and support recognizes common types of text including poetry; identifies and responds to characteristics of poetry
Proficient (3)	Independently recognizes common types of text including poetry; identifies and responds to characteristics of poetry
Advanced (4)	Analyzes and evaluates the meaning of a given poem

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Names the author and illustrator of a story and defines their role (L,I)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RL.6: With prompting and support name the author and illustrator of a story and define the role of each in telling the story.

K.RI.6: Name the author and illustrator and define the role of each in presenting the ideas or information in the text.

#### First Trimester: Benchmarks

Warning (1)	Unable to name the author and illustrator of a story and does not define the role of each in telling the story.
Needs Improvement (2)	Requires substantial prompting and support to name the author and illustrator of a story and define the role of each in telling the story.
Proficient (3)	With prompting and support names the author and illustrator of a story and defines the role of each in telling the story.
Advanced (4)	

#### Second Trimester: Benchmarks

Warning (1)	Unable to name the author and illustrator of a story and define the role of each in presenting the ideas or information in an informational text.
Needs Improvement (2)	With prompting and support, names the author and illustrator and defines the role of each in presenting the ideas or information in an informational text.
Proficient (3)	Independently names the author and illustrator and defines the role of each in presenting the ideas or information in an informational text.
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Unable to name the author and illustrator of a story and define the role of each in presenting the ideas or information in an informational text.
Needs Improvement (2)	With prompting and support, names the author and illustrator and defines the role of each in presenting the ideas or information in an informational text.

Proficient (3)	Independently names the author and illustrator and defines the role of each in presenting the ideas or information in an informational text.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Describes the relationship between illustrations and the text (L,I)**

**ESSENTIAL STANDARD/STUDENT DEMONSTRATION:**

K.RL. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.)

#### First Trimester: Benchmarks

Warning (1)	Unable to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) Description does not denote comprehension of the story or text.
Needs Improvement (2)	Requires substantial prompting and support, to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) Description does not denote comprehension of the story or text.
Proficient (3)	With prompting and support, describes the relationship between illustrations/photos and the text in which they appear (e.g., what moment in a story an illustration depicts.) Description denotes comprehension of the story or text.
Advanced (4)	

#### Second Trimester: Benchmarks

Warning (1)	Unable to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description does not denote comprehension of the story or text.
Needs Improvement (2)	Requires substantial prompting and support, to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description does not denote comprehension of the story or text.
Proficient (3)	With prompting and support, describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Unable to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Needs Improvement (2)	Requires substantial prompting and support, to describe the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Proficient (3)	With prompting and support, describes the relationship between illustrations and text as they appear in stories and informational text (e.g., what person, place, thing, or idea in the text an illustration depicts.) Description denotes comprehension of the story or text.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### READING

**Essential Standard: Describes connections within a text and between two texts (1)**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RI. 3: With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.

k.RI. 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).

#### First Trimester: Benchmarks

Not assessed this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to describe the connection between two individuals, events, ideas or pieces of information in a text.
Needs Improvement (2)	Requires substantial support to describe the connection between two individuals, events, ideas or pieces of information in a text.
Proficient (3)	With prompting and support, describes the connection between two individuals, events, ideas or pieces of information in a text.
Advanced (4)	Independently identifies basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

#### Third Trimester: Benchmarks

Warning (1)	Unable to identify basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
Needs Improvement (2)	Requires substantial prompting and support to identify basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
Proficient (3)	With prompting and support identifies basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).
Advanced (4)	Independently identifies basic similarities and differences in and between two texts on the same topic (e.g., in illustrations, descriptions or procedures).

### FOUNDATIONAL SKILLS

**Essential Standard: Identifies parts of a book and basic features of print**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students learn and use skills and strategies needed to comprehend literary and informational text.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.1: Demonstrate understanding of the organization and basic features of print.

- Follow words from left to right, top to bottom, and page by page.
- Recognize that spoken words are represented in written language by specific sequences of letters.
- Understand that words are separated by spaces in print.

K.RI.5: Identify the front cover, back cover and title page of a book.

#### First Trimester: Benchmarks

Warning (1)	Little or no understanding of following words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Needs Improvement (2)	With prompting and support, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Proficient (3)	Independently, follows words from left to right, top to bottom, and page by page, understands that words are separated by spaces in print, recognize that spoken words are represented in written language by specific sequences of letters, and identify the front cover, back cover, and title page of a book. (Teacher uses informational and literature texts.)
Advanced (4)	

#### Second Trimester: Benchmarks

Not assessed this trimester.

#### Third Trimester: Benchmarks

Not assessed this trimester.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### FOUNDATIONAL SKILLS

#### Essential Standard: Names uppercase letters

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

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

First Trimester: Benchmarks	
Warning (1)	Independently recognizes and names fewer than 10 upper case letters.
Needs Improvement (2)	Independently recognizes and names 11-19 upper case letters.
Proficient (3)	Independently recognizes and names 20 or more upper case letters.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Independently recognizes and names fewer than 15 upper case letters.
Needs Improvement (2)	Independently recognizes and names 20 upper case letters.
Proficient (3)	Independently recognizes and names all introduced upper case letters.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Unable to recognize and name all upper case letters.
Needs Improvement (2)	Inconsistently recognizes and names all upper case letters.
Proficient (3)	Independently recognizes and names all introduced upper case letters.
Advanced (4)	

### FOUNDATIONAL SKILLS

#### Essential Standard: Names lowercase letters

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

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

First Trimester: Benchmarks	
Warning (1)	Independently recognizes and names fewer than 10 lower case letters.
Needs Improvement (2)	Independently recognizes and names 11-19 lower case letters.
Proficient (3)	Independently recognizes and names 20 or more lower case letters.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Independently recognizes and names fewer than 15 lower case letters.
Needs Improvement (2)	Independently recognizes and names 20 lower case letters.
Proficient (3)	Independently recognizes and names all introduced lower case letters.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Unable to recognize and name all lower case letters.
Needs Improvement (2)	Inconsistently recognizes and names all lower case letters.
Proficient (3)	Independently recognizes and names all introduced lower case letters.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### FOUNDATIONAL SKILLS

**Essential Standard: Recognizes and produces rhymes**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.2: a. Recognize and produce rhyming words.

#### First Trimester: Benchmarks

Not assessed this trimester.

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of rhyming words.
Needs Improvement (2)	With prompting and support, recognizes and produces rhyming words.
Proficient (3)	Independently recognizes and produces rhyming words.
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of rhyming words.
Needs Improvement (2)	With prompting and support, recognizes and produces rhyming words.
Proficient (3)	Independently recognizes and produces rhyming words.
Advanced (4)	

### FOUNDATIONAL SKILLS

**Essential Standard: Demonstrates understanding of spoken words, syllables, and sounds (phonemes).**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.2: b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

**\*Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.**

#### First Trimester: Benchmarks

Not assessed this trimester.

#### Second Trimester: Benchmarks

Warning (1)	Unable to count, pronounce, blend, and segment syllables in spoken words.
Needs Improvement (2)	With prompting and support, counts, pronounces, blends, and segments syllables in spoken words.
Proficient (3)	Independently counts, pronounces, blends, and segments syllables in spoken words.
Advanced (4)	Independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words.

#### Third Trimester: Benchmarks

Warning (1)	Unable to isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme (or CVC) words. Unable to add or substitute individual sounds in simple, one-syllable words to make new words, or segments onsets and rimes of single-syllable spoken words.
Needs Improvement (2)	With prompting and support; isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (or CVC) words, adds or substitutes individual sounds in simple, one-syllable words to make new words, or blends and segments onsets and rimes of single-syllable spoken words.
Proficient (3)	Independently isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (or CVC) words, adds or substitutes individual sounds in simple, one-syllable words to make new words, or blends and segments onsets and rimes of single-syllable spoken words.
Advanced (4)	Independently counts, pronounces, blends, and segments syllables in multisyllabic spoken words.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### FOUNDATIONAL SKILLS

**Essential Standard: Knows and applies phonics in decoding words.**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.3

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

First Trimester: Benchmarks	
Warning (1)	Independently produces fewer than 10 introduced sounds.
Needs Improvement (2)	Independently produces 11-19 introduced sounds.
Proficient (3)	Independently able to produce 20 or more introduced sounds.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Independently produces fewer than 19 introduced sounds.
Needs Improvement (2)	Inconsistently produces all introduced sounds and distinguish between similarly spelled words.
Proficient (3)	Independently able to produce all introduced sounds and distinguish between similarly spelled words.
Advanced (4)	Independently uses letter sound matches to decode multisyllabic words.

Third Trimester: Benchmarks	
Warning (1)	Unable to produce all introduced sounds and distinguish between similarly spelled words.
Needs Improvement (2)	Inconsistently, produces all introduced sounds and distinguish between similarly spelled words.
Proficient (3)	Independently able to produce all introduced sounds and distinguish between similarly spelled words.
Advanced (4)	Independently uses letter sound matches to decode multisyllabic words.

### FOUNDATIONAL SKILLS

**Essential Standard: Reads common high-frequency words**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.3:

- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

First Trimester: Benchmarks	
Warning (1)	Reads less than 5 introduced common high-frequency words by sight.
Needs Improvement (2)	Reads 5-9 introduced common high-frequency words by sight.
Proficient (3)	Independently reads more than 9 introduced common high-frequency words by sight.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Reads less than 10 introduced common high-frequency words by sight.
Needs Improvement (2)	Inconsistently, reads all introduced common high-frequency words by sight.
Proficient (3)	Independently reads all introduced common high-frequency words by sight.
Advanced (4)	Applies high frequency word knowledge to read more complex texts.

Third Trimester: Benchmarks	
Warning (1)	Unable to read all introduced common high-frequency words by sight.
Needs Improvement (2)	Inconsistently, reads all introduced common high-frequency words by sight.
Proficient (3)	Independently reads all introduced common high-frequency words by sight.
Advanced (4)	Applies high frequency word knowledge to read more complex texts.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### FOUNDATIONAL SKILLS

**Essential Standard: Reads emergent reader texts**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.RF.4: Read emergent-reader texts with purpose and understanding.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Not assessed during this trimester

#### Third Trimester: Benchmarks

Warning (1)	Unable to read emergent-reader texts.
Needs Improvement (2)	Requires prompting and support to read emergent-reader texts.
Proficient (3)	Independently reads emergent-reader texts with purpose and understanding.
Advanced (4)	Independently reads complex texts with purpose, understanding and fluency.

### WRITTEN LANGUAGE

**Essential Standard: Formulates an opinion about topic or book**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which 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 . . .).

#### First Trimester: Benchmarks

Warning (1)	Little or no understanding about expressing an opinion.
Needs Improvement (2)	With prompting and support, dictates an opinion or preference about a topic or book.
Proficient (3)	Independently dictates an opinion or preference about a topic or book and gives a reason for their preference.
Advanced (4)	Draws or writes to state an opinion about a topic or book.

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding about expressing an opinion.
Needs Improvement (2)	With prompting and support, dictates and draws a piece about an opinion or preference about a topic or book.
Proficient (3)	Independently dictates and draws to compose a piece about an opinion or preference about a topic or book and provides a reason for their preference.
Advanced (4)	Writes to state an opinion about a topic or book and provides a reason for their preference.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding about expressing an opinion.
Needs Improvement (2)	With prompting and support, draws and writes to compose a piece about an opinion or preference about a topic or book.
Proficient (3)	Independently draws and writes to compose a piece about an opinion or preference about a topic or book and provides a reason for their preference.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### WRITTEN LANGUAGE

**Essential Standard: Write about a topic in informational/explanatory text**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W2: 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.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding about supplying information about a topic.
Needs Improvement (2)	With prompting and support, names, dictates and draws information about a topic.
Proficient (3)	Independently names, dictates and draws information about a topic.
Advanced (4)	Independently draws and writes information about a topic.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding about supplying information about a topic.
Needs Improvement (2)	With prompting and support, names, dictates and draws information about a topic.
Proficient (3)	Independently names, dictates and draws information about a topic.
Advanced (4)	Independently draws and writes information about a topic.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding about supplying information about a topic.
Needs Improvement (2)	With prompting and support, names, draws and writes information about a topic.
Proficient (3)	Independently names, draws and writes information about a topic.
Advanced (4)	Writes about information about a topic and supplies many supporting details from the text.

### WRITTEN LANGUAGE

**Essential Standard: Sequencing events with reaction**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W3: 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.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding about sequencing events and providing a reaction.
Needs Improvement (2)	With prompting and support, dictates 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.
Proficient (3)	Independently dictates 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.
Advanced (4)	Independently draws a detailed picture and writes 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.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding about sequencing events and providing a reaction.
Needs Improvement (2)	With prompting and support, dictates and draws 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.
Proficient (3)	Independently dictates and draws 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.
Advanced (4)	Independently draws a detailed picture and writes 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.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding about sequencing events and providing a reaction.
Needs Improvement (2)	With prompting and support, draws and writes 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.
Proficient (3)	Independently draws and writes 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.
Advanced (4)	Writes to narrate a single event or several loosely linked events of a complex story in a logical sequence and draw conclusions.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### WRITTEN LANGUAGE

#### Essential Standard: Compose Poetry

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

MA.3A 3a.: With prompting and support, write or dictate poems with rhyme and repetition

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of poetry.
Needs Improvement (2)	Requires substantial prompting and support dictates poems with rhyme and repetition.
Proficient (3)	With prompting and support dictates poems with rhyme and repetition.
Advanced (4)	Independently dictates or writes poems with rhyme and repetition.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of poetry.
Needs Improvement (2)	Requires substantial prompting and support dictates or writes poems with rhyme and repetition.
Proficient (3)	With prompting and support dictates or writes poems with rhyme and repetition.
Advanced (4)	Independently writes poems with rhyme and repetition.

### WRITTEN LANGUAGE

#### Essential Standard: Editing Writing

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Not assessed during this trimester

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of editing.
Needs Improvement (2)	With substantial guidance and support from adults responds to questions and suggestions from peers and add details to strengthen writing as needed.
Proficient (3)	With guidance and support from adults responds to questions and suggestions from peers and add details to strengthen writing as needed.
Advanced (4)	Independently responds to questions and suggestions from peers and add details to strengthen writing as needed.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### WRITTEN LANGUAGE

#### Essential Standard: Produce and publish writing

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Not assessed this trimester

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of producing and publishing.
Needs Improvement (2)	Requires substantial guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
Proficient (3)	With guidance and support from adults, explore a variety of digital tools to produce and publish writing including in collaboration with peers.
Advanced (4)	Independently explore a variety of digital tools to produce and publish writing including in collaboration with peers.

### WRITTEN LANGUAGE

#### Essential Standard: Prints upper/lowercase letters

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

L1a: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Cannot print upper and lower case letters of the alphabet.
Needs Improvement (2)	Requires teacher support and /or a model to print upper and lower case letters of the alphabet.
Proficient (3)	Independently prints upper and lower case letters of the alphabet.
Advanced (4)	

#### Third Trimester: Benchmarks

Not assessed during this trimester

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### WRITTEN LANGUAGE

**Essential Standard: Participates in shared research and writing projects**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

W7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of research and writing projects.
Needs Improvement (2)	With substantial guidance and support is able to participate in research and writing projects from recalled or gathered information.
Proficient (3)	With guidance and support is able to participate in research and writing projects from recalled or gathered information (exploring a number of books by the same author and express opinions about them)
Advanced (4)	Independently researches and writes on a topic.

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of research and writing projects.
Needs Improvement (2)	With substantial guidance and support is able to recall information from experiences or gather information from provided sources to answer a question.
Proficient (3)	With guidance and support is able to recall information from experiences or gather information from provided sources to answer a question.
Advanced (4)	Independently researches and writes on a topic.

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of research and writing projects.
Needs Improvement (2)	With substantial guidance and support is able to participate in research and writing projects from recalled or gathered information.
Proficient (3)	With guidance and support is able to participate in research and writing projects from recalled or gathered information.

Advanced (4)	Independently researches and writes on a topic.
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### SPEAKING AND LISTENING

**Essential Standard: Participates in collaborative conversations with peers and adults**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

**SL.1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.

First Trimester: Benchmarks	
Warning (1)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Proficient (3)	Participates in appropriate collaborative conversations with peers and adults in small and larger groups without dominating.
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

Second Trimester: Benchmarks	
Warning (1)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Proficient (3)	Participates in appropriate collaborative conversations with peers and adults in small and larger groups without dominating.
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

Third Trimester: Benchmarks	
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# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

Warning (1)	Very hesitant to participate in collaborative conversations with peers and adults in small and larger groups.
Needs Improvement (2)	Requires teacher prompting to participate in collaborative conversations with peers and adults in small and larger groups without dominating.
Proficient (3)	Participates in collaborative conversations with peers and adults in small and larger groups without dominating.
Advanced (4)	Initiates collaborative and meaningful conversations with peers and adults in small and larger groups without dominating.

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### SPEAKING AND LISTENING

**Essential Standard: Understands a text read aloud by asking and answering questions about key details**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

**SL.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood

First Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally.
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by <b>answering</b> questions about key details.
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by <b>answering</b> questions about key details.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally.
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by <b>answering</b> questions about key details and requesting clarification when needed.
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by <b>answering</b> questions about key details and requesting clarification when needed.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Little or no evidence of understanding of a text read aloud or information presented orally.
Needs Improvement (2)	Requires teacher prompting to confirm understanding of a text read aloud or information presented orally by <b>asking and answering</b> questions about key details and requesting clarification when needed.
Proficient (3)	Independently confirms understanding of a text read aloud or information presented orally by <b>asking and answering</b> questions about key details and requesting clarification when needed.
Advanced (4)	

### SPEAKING AND LISTENING

**Essential Standard: Asks and answers questions in order to seek help or clarify**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

**SL.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood

First Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Proficient (3)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Proficient (3)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Very hesitant to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Needs Improvement (2)	Requires teacher prompting to ask and answer questions in order to seek help, get information or clarify something that is not understood.
Proficient (3)	Asks and answers questions in order to seek help, get information or clarify something that is not understood.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### SPEAKING AND LISTENING

**Essential Standard: Describes familiar people, places, things or events with detail and appropriate visual displays**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

**SL.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**SL.5.** Add drawings or other visual displays to descriptions as desired to provide additional detail.

#### First Trimester: Benchmarks

Warning (1)	Very hesitant to describe familiar people, places, things, and events.
Needs Improvement (2)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Proficient (3)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail.
Advanced (4)	Independently describes familiar people, places, things, and events and provides elaborative detail.

#### Second Trimester: Benchmarks

Warning (1)	Very hesitant to describe familiar people, places, things, and events.
Needs Improvement (2)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Proficient (3)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. Adds appropriate visual displays to their description.
Advanced (4)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds interesting visual displays to their description.

#### Third Trimester: Benchmarks

Warning (1)	Very hesitant to describe familiar people, places, things, and events.
Needs Improvement (2)	Limited or basic description of familiar people, places, things, and events. Adds appropriate visual displays to their description.
Proficient (3)	Describes familiar people, places, things, and events and, with prompting and support, provides additional detail. Adds appropriate visual displays to their description.
Advanced (4)	Independently describes familiar people, places, things, and events and provides elaborative detail. Adds interesting visual displays to their description.

### SPEAKING AND LISTENING

**Essential Standard: Speaks audibly and expresses ideas clearly**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

**SL.6.** Speak audibly and express thoughts, feelings, and ideas clearly.

#### First Trimester: Benchmarks

Warning (1)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Needs Improvement (2)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Proficient (3)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Advanced (4)	

#### Second Trimester: Benchmarks

Warning (1)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Needs Improvement (2)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Proficient (3)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Unable to speak audibly and express thoughts, feelings, and ideas clearly.
Needs Improvement (2)	Requires teacher prompting to speak audibly and express thoughts, feelings, and ideas clearly.
Proficient (3)	Speaks audibly and expresses thoughts, feelings, and ideas clearly.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## English Language Arts - Kindergarten

### LANGUAGE AND VOCABULARY

**Essential Standard: Demonstrates command of English grammar when writing or speaking**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students use standard English grammar and conventions of language when speaking and writing. Students acquire, understand, and use new and diverse vocabulary

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- K.L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Use frequently occurring nouns and verbs.
  - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
  - Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
  - Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
  - Produce and expand complete sentences in shared language activities.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Unable to speak and write with correct grammar.
Needs Improvement (2)	Requires prompting and support to speak and write with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Proficient (3)	Independently speaks and writes with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Advanced (4)	

#### Third Trimester: Benchmarks

Warning (1)	Unable to speak and write with correct grammar.
Needs Improvement (2)	Requires prompting and support to speak and write with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Proficient (3)	Independently speaks and writes with correct grammar (e.g., plural nouns, question words, prepositions and complete sentences).
Advanced (4)	

### LANGUAGE AND VOCABULARY

**Essential Standard: Demonstrates conventions of standard English**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

- L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation.
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of writing a letter or letters for most consonant sounds.
Needs Improvement (2)	Requires support to write a letter or letters for most consonant sounds and spells simple words phonetically, drawing on knowledge of sound-letter relationships.
Proficient (3)	Independently writes a letter or letters for most consonant sounds and spells simple words phonetically, drawing on knowledge of sound-letter relationships.
Advanced (4)	Independently uses capitalization, punctuation and correct/phonetic spelling when writing.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of capitalization, punctuation and correct/phonetic spelling when writing.
Needs Improvement (2)	Requires support to uses capitalization, punctuation and correct/phonetic spelling when writing.
Proficient (3)	Independently uses capitalization, punctuation and correct/phonetic spelling when writing.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### COUNTING AND CARDINALITY

#### Essential Standard: Counts to 100 by ones and tens

##### ESSENTIAL KNOWLEDGE OUTCOME:

Students understand and explain what numbers mean, how they may be represented, and what relationships exist among them to accurately and efficiently perform computations.

##### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.CC.1: Counts to 100 by ones or tens

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of counting.
Needs Improvement (2)	With prompting and support, counts up to 20 by ones and tens
Proficient (3)	Independently counts to 20 by ones
Advanced (4)	

Second Trimester: Benchmarks	
Warning (1)	Little or no understanding of counting.
Needs Improvement (2)	With prompting and support, counts up to 50 by ones and tens
Proficient (3)	Independently counts to 50 by ones and tens
Advanced (4)	

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of counting.
Needs Improvement (2)	With prompting and support, counts up to 100 by ones and tens.
Proficient (3)	Independently counts to 100 by ones and tens.
Advanced (4)	

### COUNTING AND CARDINALITY

#### Essential Standard: Counts forward beginning from a given number

##### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1)

First Trimester: Benchmarks
Not assessed during this trimester

Second Trimester: Benchmarks	
Warning (1)	Unable to count from any given number
Needs Improvement (2)	With prompting and support, counts forward from any given number and understands that each successive number name refers to a quantity that is one larger.
Proficient (3)	Independently, counts forward from any given number and understands that each successive number name refers to a quantity that is one larger.
Advanced (4)	

Third Trimester: Benchmarks	
	Not assessed during this trimester

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### COUNTING AND CARDINALITY

**Essential Standard: Writes the numbers from 0-20**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

KCC3 Writes the numbers from 0-20.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Not assessed during this trimester

#### Third Trimester: Benchmarks

Warning (1)	Unable to write the numbers from 0-20
Needs Improvement (2)	Using a model, can write the numbers from 0-20
Proficient (3)	Independently writes the numbers from 0-20
Advanced (4)	

### COUNTING AND CARDINALITY

**Essential Standard: Counts to tell the number of objects in a group**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

KCC4: Understands the relationship between numbers and quantities; connect counting to cardinality.

- When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- Understand that each successive number name refers to a quantity that is one larger.

KCC5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

#### First Trimester: Benchmarks

Warning (1)	Little or no understanding of counting the number of objects in a group
Needs Improvement (2)	With prompting and support, able to count the number of objects in a group
Proficient (3)	Independently counts to tell the number of objects in a group using one to one correspondence and can show a given number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.
Advanced (4)	

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of counting the number of objects in a group
Needs Improvement (2)	With prompting and support, able to count the number of objects in a group
Proficient (3)	Independently counts to tell the number of objects in a group using one to one correspondence and can show a given number of objects. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. Understands that each successive number name refers to a quantity that is one larger.
Advanced (4)	

#### Third Trimester: Benchmarks

	Not assessed in this trimester
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# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### COUNTING AND CARDINALITY

#### Essential Standard: Compares Numbers

##### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

KCC6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

KCC7: Compare two numbers between 1 and 10 presented as written numerals.

##### First Trimester: Benchmarks

Not assessed during this trimester

##### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of greater than, less than or equal
Needs Improvement (2)	With prompting and support, identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group
Proficient (3)	Independently identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group and compares two numbers (1-10) written as numerals.
Advanced (4)	Applies understanding of greater than, less than or equal to when solving word problems or interpreting graphs

##### Third Trimester: Benchmarks

Not assessed during this trimester.

### OPERATIONS AND ALGEBRIC THINKING

#### Essential Standard: Represents addition and subtraction with objects

##### ESSENTIAL KNOWLEDGE OUTCOME:

Students possess an understanding of addition and subtraction through modeling and manipulation of objective and apply these skills to solve problems.

##### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.1: Represents addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps) acting out situations, verbal explanations, expressions, or equations.

##### First Trimester: Benchmarks

Not assessed during this trimester

##### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of addition
Needs Improvement (2)	With prompting and support represents addition with objects
Proficient (3)	Independently represents addition with objects
Advanced (4)	Explains the process of addition

##### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of subtraction
Needs Improvement (2)	With prompting and support represents subtraction with objects
Proficient (3)	Independently represents subtraction with objects
Advanced (4)	Explains the process of subtraction

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Solves addition facts and word problems up to 10**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of <b>addition</b> facts and word problems (read aloud) up to 10
Needs Improvement (2)	With prompting and support solves <b>addition</b> facts and word problems (read aloud) with objects or drawings up to 10
Proficient (3)	Independently solves <b>addition</b> facts and word problems (read aloud) with objects or drawings up to 10
Advanced (4)	Independently solves <b>addition</b> facts and word problems (read aloud) without objects

#### Third Trimester: Benchmarks

Not assessed during this trimester

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Solves subtraction facts and word problems up to 10**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem..

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Not assessed during this trimester

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of <b>subtraction</b> facts and word problems (read aloud) up to 10
Needs Improvement (2)	With prompting and support solves <b>subtraction</b> facts and word problems (read aloud) with objects or drawings up to 10
Proficient (3)	Independently solves <b>subtraction</b> facts and word problems (read aloud) with objects or drawings up to 10
Advanced (4)	Independently solves <b>subtraction</b> facts and word problems (read aloud) without objects

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Decomposes numbers to 10**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of decomposing numbers
Needs Improvement (2)	With prompting and support decomposes numbers less than or equal to 10 into pairs in more than one way
Proficient (3)	Independently decomposes numbers less than or equal to 10 into pairs in more than one way (e.g. $5=2+3$ and $5= 4+1$ )
Advanced (4)	Independently decomposes numbers less than or equal to 10 multiple ways (e.g. $5= 1+1+1+2$ )

#### Third Trimester: Benchmarks

Not assessed during this trimester

### OPERATIONS AND ALGEBRIC THINKING

**Essential Standard: Find the missing addend to make 10**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

#### First Trimester: Benchmarks

Not assessed during this trimester

#### Second Trimester: Benchmarks

Warning (1)	Little or no understanding of addends to 10
Needs Improvement (2)	With prompting and support find the number that makes 10 when added to any given number from 1 to 9
Proficient (3)	For any number from 1 to 9, independently finds the number that makes 10 when added to the given number by using objects or drawings and records with a drawing or equation.
Advanced (4)	For any number from 1 to 9, independently finds the number that makes 10 when added to the given number mentally and records with an equation.

#### Third Trimester: Benchmarks

Not assessed during this trimester

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### OPERATIONS AND ALGEBRAIC THINKING

**Essential Standard: Fluently adds and subtracts to a sum of 5**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.OA.5: Fluently adds and subtracts within 5.

#### First Trimester: Benchmarks

Not assessed during this trimester.

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of number facts to 5
Needs Improvement (2)	With prompting and support adds and subtracts to 5
Proficient (3)	Fluently adds and subtracts to 5
Advanced (4)	Fluently identifies the variable in the equation (e.g., $5 - \_ = 2$ )

### NUMBERS AND OPERATIONS IN BASE TEN

**Essential Standard: Works with numbers 11-19 to develop an understanding of place value**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students understand how to collect, represent analyze and interpret data gathered using a variety of tools and techniques.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.NBT.1: Work with numbers 11-19 to gain foundations for place value. Compose and decompose numbers from 11 to 19 into ten and ones and some further ones, e.g., using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed 10 ones and one, two, three, four, five, six, seven, eight, or nine ones.

**Note: A set of ten should not be referred to as a "ten" in kindergarten.**

#### First Trimester: Benchmarks

Not assessed during this trimester.

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of place value
Needs Improvement (2)	With prompting and support, composes and decomposes numbers from 11 to 19 into ten ones and more ones, using objects or drawings, and records results by a drawing or equation (e.g., $18 = 10 + 8$ );
Proficient (3)	Independently composes and decomposes numbers from 11 to 19, using objects or drawings, and records results by a drawing or equation (e.g., $18 = 10 + 8$ )
Advanced (4)	Composes and decomposes numbers beyond 19 into groups of ten ones and more ones.

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### MEASUREMENT AND DATA

**Essential Standard: Describes and compares measurable attributes (e.g., describe one child as taller/shorter)**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students understand how to collect, represent analyze and interpret data gathered using a variety of tools and techniques.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.MD 1,2: Describe and compare measurable attributes of objects, such as length or weight.

Describe several measurable attributes of a single object.

First Trimester: Benchmarks	
Warning (1)	Unable to describe and compare measurable attributes of objects
Needs Improvement (2)	With prompting and support, describes and compares measurable attributes of two objects using "more of" or "less of" (e.g., taller, shorter)
Proficient (3)	Independently describes and compares measurable attributes of two objects using "more of" or "less of" (e.g., taller, shorter)
Advanced (4)	Applies comparisons of measurable attributes to problem solving and interpreting graphs and makes connections in real life experiences

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Not assessed during this trimester.

### MEASUREMENT AND DATA

**Essential Standard: Classifies objects and counts the number of objects in each category**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.MD 3: Classify objects and count the number of objects in each category.

#### First Trimester: Benchmarks

Warning (1)	Unable to classify objects into given categories; count the number of objects and sort by the count
Needs Improvement (2)	With support, classifies objects into given categories; count the numbers of objects and sort by the count (up to 10 objects in each category)
Proficient (3)	Independently classifies objects into given categories; count the numbers of objects and sort by the count (up to 10 objects in each category)
Advanced (4)	Creates categories and classifies a given collection of objects during work times as well as other curricular/play activities

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Not assessed during this trimester.

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### GEOMETRY

**Essential Standard: Identifies position of an object in space (above, below, next to, behind, etc.)**

#### ESSENTIAL KNOWLEDGE OUTCOME:

Students understand, explain, and apply the properties and relationships among and between geometric figures to appreciate the importance of geometry in our world.

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.G1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

#### First Trimester: Benchmarks

Warning (1)	Little or no understanding positional words
Needs Improvement (2)	With prompting and support, beginning to identify and describe objects and uses positional words appropriately.
Proficient (3)	Independently identifies and describes objects and uses positional words appropriately.
<b>Advanced (4)</b>	

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Not assessed during this trimester.

### GEOMETRY

**Essential Standard: Names, identifies and describes shapes**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.G2: Correctly name shapes regardless of their orientations or overall size.

K.G3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

#### First Trimester: Benchmarks

Warning (1)	Little or no understanding of identifying and naming shapes
Needs Improvement (2)	With prompting and support, identify and name shapes (circle, square, triangle, rectangle, hexagon)
Proficient (3)	Independently identifies and names 2 dimensional shapes (circle, square, triangle, rectangle, hexagon)
Advanced (4)	

#### Second Trimester: Benchmarks

Not assessed during this trimester.

#### Third Trimester: Benchmarks

Warning (1)	Little or no understanding of identifying and naming shapes
Needs Improvement (2)	With prompting and support, identifies and names three-dimensional solid shapes (cubes, cones, cylinders, and spheres.) Can differentiate between 3 dimensional (solid) and 2 dimensional (flat) shapes.
Proficient (3)	Independently identifies, and names three-dimensional shapes (cubes, cones, cylinders, and spheres.) Can differentiate between 3 dimensional (solid) and 2 dimensional (flat) shapes.
Advanced (4)	

# Grade K Scoring Rubric/Curriculum Guide

## Mathematics - Kindergarten

### GEOMETRY

**Essential Standard: Analyzes, compares, creates, and composes shapes**

#### ESSENTIAL STANDARD/STUDENT DEMONSTRATION:

K.G4: 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 and vertices/"corners") and other attributes (e.g., having sides of equal length).

K.G5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

K.G6: Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

First Trimester: Benchmarks	
Warning (1)	Little or no understanding of composing simple shapes to form larger shapes.
Needs Improvement (2)	With prompting and support, compose simple shapes to form larger shapes.
Proficient (3)	Independently composes simple shapes to form larger shapes. Draws 2 dimensional shapes.
Advanced (4)	

Second Trimester: Benchmarks	
	Not assessed at this trimester

Third Trimester: Benchmarks	
Warning (1)	Little or no understanding of analyzing and comparing two- and three-dimensional shapes using informal language to describe attributes.
Needs Improvement (2)	With prompting and support, analyzes and compares two- and three-dimensional shapes using informal language to describe attributes.
Proficient (3)	Independently analyzes and compares two- and three-dimensional shapes using informal language to describe attributes.
Advanced (4)	Identifies and compares multiple two and three-dimensional shapes using formal math language.