

KINDERGARTEN STANDARDS-BASED REPORT CARD GRADING BENCHMARKS NEW MILFORD PUBLIC SCHOOL DISTRICT

ENGLISH LANGUAGE ARTS/LITERACY Reading

Reads on grade level

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Student is developing an understanding of emergent literacy print concepts.	Student is reading at the Early Emergent level.	Student is reading at Level A or B.	Student is reading at Level C or above.
2	Student is reading at the Early Emergent level.	Student is reading at Level A or B.	Student is reading at Level C.	Student is reading at Level E or above.
3	Student is reading at level B or below.	Student is reading at Level C.	Student is reading at Level D or E.	Student is reading at Level F or above.

Demonstrates understanding of features of print

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> identify the front cover of a book; identify where the story begins; distinguish between pictures or words; or recognize or name some uppercase letters of the alphabet. 	With support, student sometimes: <ul style="list-style-type: none"> identifies the front cover of a book; identifies where the story begins; distinguishes between pictures and words; and recognizes and names some uppercase letters of the alphabet. 	Student consistently: <ul style="list-style-type: none"> identifies the front and back cover of a book; identifies where the story begins; distinguishes between pictures and words; and recognizes and names most uppercase letters of the alphabet. 	Student consistently and independently: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by specific sequences of letters; understands that words are separated by spaces; and recognizes and names all uppercase and lowercase letters of the alphabet.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> follow words from left to right, top to bottom, or page by page; recognize that spoken words are represented in written language by sequences of letters; understand that words are separated by spaces; or recognize or name some uppercase or lowercase letters of the alphabet. 	With support, student sometimes: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by sequences of letters; understands that words are separated by spaces; and recognizes and names some uppercase and lowercase letters of the alphabet. 	Student consistently: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by specific sequences of letters; understands that words are separated by spaces; and recognizes and names most uppercase and lowercase letters of the alphabet. 	Student consistently and independently: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by specific sequences of letters; understands that words are separated by spaces; recognizes and names all uppercase and lowercase letters of the alphabet; and recognizes some of the distinguishing features of a sentence (e.g., first word, capitalization).
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> follow words from left to right, top to bottom, or page by page; recognize that spoken words are represented in written language by sequences of letters; understand that words are separated by spaces; or recognize or name most uppercase or lowercase letters of the alphabet. 	With support, student sometimes: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by sequences of letters; understands that words are separated by spaces; and recognizes and names most uppercase and lowercase letters of the alphabet. 	Student consistently: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by specific sequences of letters; understands that words are separated by spaces; and recognizes and names all uppercase and lowercase letters of the alphabet. 	Student consistently and independently: <ul style="list-style-type: none"> follows words from left to right, top to bottom, and page by page; recognizes that spoken words are represented in written language by specific sequences of letters; understands that words are separated by spaces in print; recognizes and names all upper- and lowercase letters of the alphabet; and recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Demonstrates understanding of spoken words, syllables, and sounds

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> recognize rhyming words; count syllables in spoken words; or isolate the initial sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> recognizes rhyming words; counts syllables in spoken words; and isolates the initial sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>Student consistently:</p> <ul style="list-style-type: none"> recognizes rhyming words; counts syllables in spoken words; and isolates and pronounces the initial sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> recognizes and produces rhyming words; counts and pronounces syllables in spoken words; blends and segments onsets and rimes of single-syllable spoken words; and isolates and pronounces the initial and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> recognize rhyming words; count syllables in spoken words; blend onsets or rimes of single-syllable spoken words; or isolate the initial or final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> recognizes rhyming words; counts syllables in spoken words; blends onsets and rimes of single-syllable spoken words; and isolates the initial and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>Student consistently:</p> <ul style="list-style-type: none"> recognizes and produces rhyming words; counts and pronounces syllables in spoken words; blends and segments onsets and rimes of single-syllable spoken words; and isolates and pronounces the initial and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> recognizes and produces rhyming words; counts, pronounces, blends, and segments syllables in spoken words; blends and segments onsets and rimes of single-syllable spoken words; isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words; and adds or substitutes individual sounds in simple, one-syllable words to make new words.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> recognize rhyming words; count syllables in spoken words; blend onsets or rimes of single-syllable spoken words; isolate the initial or final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words; or add individual sounds in simple, one-syllable words to make new words. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> recognizes rhyming words; counts syllables in spoken words; blends onsets and rimes of single-syllable spoken words; isolates the initial and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words; and adds individual sounds in simple, one-syllable words to make new words. 	<p>Student consistently:</p> <ul style="list-style-type: none"> recognizes and produces rhyming words; counts, pronounces, blends, and segments syllables in spoken words; blends and segments onsets and rimes of single-syllable spoken words; isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (consonant-vowel-consonant, or CVC) words; and adds or substitutes individual sounds in simple, one-syllable words to make new words. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> distinguishes long from short vowel sounds in spoken single-syllable words; orally produces single-syllable words by blending sounds, including consonant blends; isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words; and segments spoken single-syllable words into their complete sequence of individual sounds.

Applies phonics/word analysis skills

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> demonstrate basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; or identify the short sounds for some of the five major vowels. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; and identifies the short sounds for some of the five major vowels. 	<p>Student consistently:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; and identifies the short sounds for the five major vowels. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant; identifies the short sounds for the five major vowels; reads some high-frequency and sight words with automaticity.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> demonstrate basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; or identify the short sounds for some of the five major vowels; or read some high-frequency or sight words. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; identifies the short sounds for some of the five major vowels; reads some high-frequency and sight words. 	<p>Student consistently:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant; identifies the short sounds for the five major vowels; and reads some high-frequency and sight words with automaticity. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant; identifies the long and short sounds for the five major vowels; reads high-frequency and sight words with automaticity; and distinguishes between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> demonstrate basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; or identify the short sounds for some of the five major vowels; or read some high-frequency or sight words; or distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing some of the most frequently used sounds of each consonant; identifies the short sounds for some of the five major vowels; reads some high-frequency and sight words; and distinguishes between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	<p>Student consistently:</p> <ul style="list-style-type: none"> demonstrates basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant; identifies the long and short sounds for the five major vowels; reads high-frequency and sight words with automaticity; and distinguishes between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound); decodes regularly spelled one-syllable words; knows final -e and common vowel team conventions for representing long vowel sounds; distinguishes long and short vowels when reading regularly spelled one-syllable words; and decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

Reads emergent-reader texts with understanding

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • read emergent-reader texts; • read with one-to-one correspondence; or • use context to confirm or self-correct word recognition. 	With support, student sometimes: <ul style="list-style-type: none"> • reads emergent-reader texts; • reads with one-to-one correspondence; and • uses context to confirm or self-correct word recognition. 	Student consistently: <ul style="list-style-type: none"> • reads emergent-reader texts with purpose and understanding; • reads with one-to-one correspondence to develop fluency and make meaning from texts; and • uses context to confirm or self-correct word recognition and understanding. 	Student consistently and independently: <ul style="list-style-type: none"> • reads above-grade-level text with purpose and understanding; • moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>); • puts words together in groups to represent meaningful units of language (<i>phrasing</i>); • varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>); • uses punctuation and the way print is organized on the page (<i>pausing</i>); • emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and • uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
2				
3				

Demonstrates comprehension of texts

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • demonstrate literal understanding of stories; • answer questions about key details in a text; • retell familiar stories; or • identify characters, settings, or major event(s) in a story. 	With support, student sometimes: <ul style="list-style-type: none"> • demonstrates literal understanding of stories; • answers questions about key details in a text; • retells familiar stories; and • identifies characters, settings, and major event(s) in a story. 	Student consistently: <ul style="list-style-type: none"> • demonstrates literal understanding of stories; • asks and answers questions about key details in a text; • retells familiar stories, including key details (e.g., who, what, where, when, why, how); and • identifies characters, settings, and major event(s) in a story. 	Student consistently and independently: <ul style="list-style-type: none"> • demonstrates a strong literal understanding of stories in above-grade-level texts; • asks and answers questions about key details in a text; • retells stories, including key details, and demonstrates understanding of their central message or lesson; and • describes characters, settings, and major event(s) in a story, using key details.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • demonstrate literal understanding of stories; • answer questions about key details in a text; • retell familiar stories; or • identify characters, settings, or major event(s) in a story; 	With support, student sometimes: <ul style="list-style-type: none"> • demonstrates literal understanding of stories; • answers questions about key details in a text; • retells familiar stories; and • identifies characters, settings, and major event(s) in a story; 	Student consistently: <ul style="list-style-type: none"> • demonstrates literal understanding of stories and informational texts; • asks and answers questions about key details in a text; • retells familiar stories, including key details (e.g., who, what, where, when, why, how); • identifies characters, settings, and major event(s) in a story; • identifies the main topic and retells key details of a text; and • describes the connection between two individuals, events, ideas, or pieces of information in a text. 	Student consistently and independently: <ul style="list-style-type: none"> • demonstrates a strong literal understanding of stories and informational texts in above-grade-level texts; • asks and answers questions about key details in a text; • retells stories, including key details, and demonstrates understanding of their central message or lesson; • describes characters, settings, and major event(s) in a story, using key details; • identifies the main topic and retells key details of a text; and • describes the connection between two individuals, events, ideas, or pieces of information in a text.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • identify the main topic of a text; or • identify the connection between two individuals, events, ideas, or pieces of information in a text. 	With support, student sometimes: <ul style="list-style-type: none"> • identifies the main topic of a text; and • identifies the connection between two individuals, events, ideas, or pieces of information in a text. 	Student consistently: <ul style="list-style-type: none"> • identifies the main topic and retells key details of a text; and • describes the connection between two individuals, events, ideas, or pieces of information in a text. 	Student consistently and independently: <ul style="list-style-type: none"> • identifies the main topic and retells key details of a text; and • describes the connection between two individuals, events, ideas, or pieces of information in a text.

Demonstrates higher level thinking skills (inference/analysis/synthesis/compare-contrast)

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> infer story elements, including character feelings, setting, etc., using pictures or words; answer questions about unknown words in a text; recognize common types of texts (e.g., stories, poems); or compare the adventures or experiences of characters in familiar stories. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> infers story elements, including character feelings, setting, etc., using pictures and/or words; answers questions about unknown words in a text; recognizes common types of texts (e.g., stories, poems); and compares the adventures and experiences of characters in familiar stories. 	<p>Student consistently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; asks and answers questions about unknown words in a text; recognizes common types of texts (e.g., stories, poems); and compares and contrasts the adventures and experiences of characters in familiar stories. 	<p>In above-grade-level texts, student consistently and independently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; asks and answers questions about unknown words in a text; identifies words and phrases in stories or poems that suggest feelings or appeal to the senses; explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types; identifies who is telling the story at various points in a text; and compares and contrasts the adventures and experiences of characters in familiar stories.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> infer story elements, including character feelings, setting, etc., using pictures or words; answer questions about unknown words in a text; recognize common types of texts (e.g., stories, poems); or compare the adventures or experiences of characters in familiar stories; or identify basic similarities between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> infers story elements, including character feelings, setting, etc., using pictures and/or words; answers questions about unknown words in a text; recognizes common types of texts (e.g., stories, poems); and compares the adventures and experiences of characters in familiar stories; and identifies basic similarities between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). 	<p>Student consistently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; asks and answers questions about unknown words in a text; recognizes common types of texts (e.g., stories, poems); compares and contrasts the adventures and experiences of characters in familiar stories; and identifies basic similarities and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures). 	<p>In above-grade-level texts, student consistently and independently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; asks and answers questions about unknown words in a text identifies words and phrases in stories or poems that suggest feelings or appeal to the senses; explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types; identifies who is telling the story at various points in a text; compares and contrasts the adventures and experiences of characters in familiar stories; identifies basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures); and identifies the reasons an author gives to support points in a text and explains the application of this information.
3				

Writing

Uses a combination of drawing, dictating, and writing to communicate ideas and information effectively

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to use a combination of drawing, dictating, or writing to narrate a single event, tell about the event, or provide a reaction to what happened.	With support, student sometimes uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events, and provides a reaction to what happened.	Student consistently uses a combination of drawing, dictating, and writing to narrate a single event and several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	Student consistently and independently writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use a combination of drawing, dictating, or writing to narrate a single event, tell about the event, or provide a reaction to what happened; or use a combination of drawing, dictating, or writing to compose informative/explanatory texts by naming what writing is about or supplying some information. 	With support, student sometimes: <ul style="list-style-type: none"> uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events, and provides a reaction to what happened; and uses a combination of drawing, dictating, and writing to compose informative/explanatory texts by naming what writing is about and supplying some information. 	Student consistently: <ul style="list-style-type: none"> uses a combination of drawing, dictating, and writing to narrate a single event and several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened; and uses a combination of drawing, dictating, and writing to compose informative/explanatory texts by naming what writing is about and supplying some information about the topic. 	Student consistently and independently: <ul style="list-style-type: none"> writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure; and writes informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use a combination of drawing, dictating, or writing to narrate a single event, tell about the event, or provide a reaction to what happened; use a combination of drawing, dictating, or writing to compose informative/explanatory texts by naming what writing is about or supplying some information; or use a combination of drawing, dictating, or writing to compose opinion pieces by telling a reader the topic or stating an opinion. 	With support, student sometimes: <ul style="list-style-type: none"> uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events, and provides a reaction to what happened; uses a combination of drawing, dictating, and writing to compose informative/explanatory texts by naming what writing is about and supplying some information; and uses a combination of drawing, dictating, and writing to compose opinion pieces by telling a reader the topic and stating an opinion. 	Student consistently: <ul style="list-style-type: none"> uses a combination of drawing, dictating, and writing to narrate a single event and several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened; uses a combination of drawing, dictating, and writing to compose informative/explanatory texts by naming what writing is about and supplying some information about the topic; and uses a combination of drawing, dictating, and writing to compose opinion pieces by telling a reader the topic or the name of a book and stating an opinion or preference about the topic or book (e.g., My favorite book is...). 	Student consistently and independently: <ul style="list-style-type: none"> writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure; writes informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure; and writes opinion pieces by introducing the topic or the name of a book, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.

Participates in shared research and writing projects

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	Not evaluated at this time.			
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> conduct short research projects based on focus questions; or recall information from experiences or gather information from provided sources. 	With support, student sometimes: <ul style="list-style-type: none"> conducts short research projects based on focus questions; and recalls information from experiences and gathers information from provided sources. 	Student consistently: <ul style="list-style-type: none"> conducts short as well as more sustained research projects based on focus questions and demonstrates understanding of the subject under investigation (e.g., explore a number of books by a favorite author and express opinions about them); and recalls information from experiences and gathers information from provided sources to answer a question. 	Student consistently and independently: <ul style="list-style-type: none"> conducts short as well as more sustained research projects based on focus questions and demonstrates understanding of the subject under investigation (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions); and recalls information from experiences and gathers information from provided sources to answer a question.

Speaking and Listening

Participates in collaborative conversations

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to participate in collaborative conversations about grade-level topics with teacher or peers.	With support, student sometimes participates in collaborative conversations about grade-level topics with teacher and peers in small and/or larger groups.	Student consistently participates in collaborative conversations about grade-level topics with teacher and peers in small and/or larger groups.	Student consistently: <ul style="list-style-type: none"> participates in collaborative conversations about above-grade-level topics and texts with teacher and peers in small and larger groups; and follows agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> participate in conversations with teacher or peers; follow agreed-upon norms for discussions (e.g., listening to others with care or taking turns speaking about the topics or texts under discussion); or continue a conversation through exchanges. 	With support, student sometimes: <ul style="list-style-type: none"> participates in collaborative conversations about grade-level topics and texts with teacher and peers in small groups; follows agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion); and continues a conversation through a few exchanges. 	Student consistently: <ul style="list-style-type: none"> participates in collaborative conversations about grade-level topics and texts with teacher and peers in small and larger groups; follows agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion); and continues a conversation through multiple exchanges. 	Student consistently and independently: <ul style="list-style-type: none"> participates in collaborative conversations about above-grade-level topics and texts with teacher and peers in small and larger groups; follows agreed-upon norms for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion); builds on others' talk in conversations by responding to the comments of others through multiple exchanges; and asks questions to clear up any confusion about the topics and texts under discussion.
3				

Expresses ideas, thoughts, and feelings clearly

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to speak audibly to express ideas, thoughts, or feelings.	With support, student sometimes speaks audibly to express ideas, thoughts, and feelings.	Student consistently speaks audibly to express ideas, thoughts, and feelings.	Student consistently and independently produces complete sentences when appropriate to task and situation.
2				
3				

Asks and answers questions about key details from text read aloud/information presented

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> confirm understanding of a text read aloud or information presented orally by asking questions about key details or requesting clarification if something is not understood; or ask or answer questions in order to seek help or clarify something that is not understood. 	With support, student sometimes: <ul style="list-style-type: none"> confirms understanding of a text read aloud or information presented orally by asking questions about key details and requesting clarification if something is not understood; and asks and answers questions in order to seek help or clarify something that is not understood. 	Student consistently: <ul style="list-style-type: none"> confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood; and asks and answers questions in order to seek help, get information, or clarify something that is not understood. 	Student consistently and independently: <ul style="list-style-type: none"> asks and answers questions about key details in a text read aloud or information presented orally or through other media; and asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.
2				
3				

Adds drawings or other visual displays to descriptions to provide additional detail

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to:	With support, student sometimes:	Student consistently:	Student consistently and independently:
2	<ul style="list-style-type: none"> describe familiar people, places, things, or events; or 	<ul style="list-style-type: none"> describes familiar people, places, things, and events; and 	<ul style="list-style-type: none"> describes familiar people, places, things, and events to provide additional detail; and 	<ul style="list-style-type: none"> describes people, places, things, and events with relevant details, expressing ideas and feelings clearly; and
3	<ul style="list-style-type: none"> add drawing to descriptions to provide additional detail. 	<ul style="list-style-type: none"> adds drawing to descriptions as desired to provide additional detail. 	<ul style="list-style-type: none"> adds drawings or other visual displays to descriptions as desired to provide additional detail. 	<ul style="list-style-type: none"> adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

NEW MILFORD

Language

Demonstrates a command of the conventions of grammar and usage

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> print upper- or lowercase letters; or use frequently occurring nouns or verbs. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> prints upper- and lowercase letters; uses frequently occurring nouns and verbs. 	<p>Students consistently:</p> <ul style="list-style-type: none"> prints many upper- and lowercase letters; and uses frequently occurring nouns and verbs. 	<p>Students consistently and independently:</p> <ul style="list-style-type: none"> prints many upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); and understands and uses question words (e.g., who, what, where, when, why, how).
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> print upper- or lowercase letters; use frequently occurring nouns or verbs; form regular plural nouns orally by adding /s/ or /es/; or understand or use question words (who, what, when, where, why, how). 	<p>With support students sometimes:</p> <ul style="list-style-type: none"> prints some upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); and understands and uses question words (e.g., who, what, where, when, why, how). 	<p>Students consistently:</p> <ul style="list-style-type: none"> prints many upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); and understands and uses question words (e.g., who, what, where, when, why, how). 	<p>Students consistently and independently:</p> <ul style="list-style-type: none"> prints many upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); understands and uses question words (e.g., who, what, where, when, why, how); uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and produces and expands complete sentences in shared language activities.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> print upper- or lowercase letters; use frequently occurring nouns or verbs; form regular plural nouns orally by adding /s/ or /es/; understand or use question words (who, what, when, where, why, how); use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); or produce complete sentences. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> prints some upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); understands and uses question words (e.g., who, what, where, when, why, how); uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and produces complete sentences in shared language activities. 	<p>Students consistently:</p> <ul style="list-style-type: none"> prints many upper- and lowercase letters; uses frequently occurring nouns and verbs; forms regular plural nouns orally by adding /s/ and /es/ (e.g., dog, dogs; wish, wishes); understands and uses question words (e.g., who, what, where, when, why, how); uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with); and produces and expands complete sentences in shared language activities. 	<p>Students consistently and independently:</p> <ul style="list-style-type: none"> prints all upper- and lowercase letters; uses common, proper, and possessive nouns; uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop); uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home); uses frequently occurring adjectives; uses frequently occurring conjunctions (e.g., and, but, or, so, because); uses determiners (e.g., articles, demonstratives); uses frequently occurring prepositions (e.g., during, beyond, toward); produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Demonstrates a command of the conventions of capitalization, punctuation, and spelling

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> capitalizes the first word in a sentence; or recognize or name end punctuation. 	With support, student sometimes: <ul style="list-style-type: none"> capitalizes the first word in a sentence; and recognizes and names end punctuation. 	Student consistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; and recognizes and names end punctuation. 	Student consistently and independently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; and writes a letter or letters for most consonant and short-vowel sounds (phonemes).
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> capitalize the first word in a sentence or the pronoun <i>I</i>; recognize or name end punctuation; or write a letter or letters for consonant or short-vowel sounds (phonemes). 	With support, student sometimes: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; and writes a letter or letters for most consonant and short-vowel sounds (phonemes). 	Student consistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; and writes a letter or letters for most consonant and short-vowel sounds (phonemes). 	Student consistently and independently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; writes a letter or letters for most consonant and short-vowel sounds (phonemes); and spells simple words phonetically, drawing on knowledge of sound-letter relationships.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> capitalize the first word in a sentence or the pronoun <i>I</i>; recognize or name end punctuation; write a letter or letters for consonant or short-vowel sounds (phonemes); or spell simple words phonetically. 	With support, student sometimes: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; writes a letter or letters for most consonant and short-vowel sounds (phonemes); and spells simple words phonetically, drawing on knowledge of sound-letter relationships. 	Student consistently: <ul style="list-style-type: none"> capitalizes the first word in a sentence and the pronoun <i>I</i>; recognizes and names end punctuation; writes a letter or letters for most consonant and short-vowel sounds (phonemes); and spells simple words phonetically, drawing on knowledge of sound-letter relationships. 	Student consistently and independently: <ul style="list-style-type: none"> capitalizes dates and names of people; uses end punctuation for sentences; uses commas in dates and to separate single words in a series; and uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

Acquires and uses grade-appropriate vocabulary

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> determine or clarify the meaning of unknown words or phrases based on grade-level reading or content; or identify new meanings for familiar words. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown words and phrases based on grade-level reading and content; and identifies new meanings for familiar words (e.g., knowing duck is a bird and learning the verb to duck). 	<p>Student consistently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; and identifies new meanings for familiar words and applies them accurately (e.g., knowing duck is a bird and learning the verb to duck). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content; identifies new meanings for familiar words and applies them accurately; uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; and sorts common objects into gain a sense of the concepts the categories represent.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> determine or clarify the meaning of unknown words or phrases based on grade-level reading or content; identify new meanings for familiar words; use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explore word relationships or nuances in word meanings; or sort common objects into categories. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown words and phrases based on grade-level reading and content; identifies new meanings for familiar words (e.g., knowing duck is a bird and learning the verb to duck); uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; and sorts common objects into categories (e.g., shapes, foods). 	<p>Student consistently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; identifies new meanings for familiar words and applies them accurately; uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; and sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content; identifies new meanings for familiar words and applies them accurately; uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; sorts common objects into categories to gain a sense of the concepts the categories represent; demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites; identifies real-life connections between words and their use; and distinguishes shades of meaning among verbs describing the same general action by acting out the meanings.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> determine or clarify the meaning of unknown words or phrases based on grade-level reading or content; identify new meanings for familiar words; use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explore word relationships or nuances in word meanings; sort common objects into categories; demonstrate understanding of frequently occurring verbs or adjectives; or identify real-life connections between words and their use (e.g., note places at school that are colorful). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown words and phrases based on grade-level reading and content; identifies new meanings for familiar words (e.g., knowing duck is a bird and learning the verb to duck); uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; sorts common objects into categories (e.g., shapes, foods); demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms); identifies real-life connections between words and their use (e.g., note places at school that are colorful); and distinguishes shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance). 	<p>Student consistently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; identifies new meanings for familiar words and applies them accurately; uses the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word; explores word relationships or nuances in word meanings; sorts common objects into categories to gain a sense of the concepts the categories represent; demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites; identifies real-life connections between words and their use (e.g., note places at school that are colorful); and distinguishes shades of meaning among verbs describing the same general action by acting out the meanings. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content; uses sentence-level context as a clue to the meaning of a word or phrase; uses frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word; identifies frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking); explores word relationships or nuances in word meanings; sorts words into categories to gain a sense of the concepts the categories represent; defines words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes); identifies real-life connections between words and their use (e.g., note places at home that are cozy); and distinguishes shades of meaning among verbs differing in manner (e.g., <i>look</i>, <i>peek</i>, <i>glance</i>, <i>stare</i>, <i>glare</i>, <i>scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

MATHEMATICS

Knows number names and the count sequence

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to: <ul style="list-style-type: none"> read and write numbers some numbers through 10; and orally count from 1 to at least 5. 	Student sometimes: <ul style="list-style-type: none"> reads and writes some numbers through 10; and orally counts from 1 to at least 5. 	Student consistently: <ul style="list-style-type: none"> reads and writes numbers through 10 and represents up to 10 objects with a written numeral; and orally counts accurately and efficiently from 1 to at least 10. 	Student consistently and independently: <ul style="list-style-type: none"> reads and write numbers from at least 0 to 20 and represents sets with numerals; Orally counts by ones from at least 1 to at least 50; and counts by 1s to at least 50 starting from numbers other than 1.
2	With prompting and support, student is able to: <ul style="list-style-type: none"> read and write some numbers through 10; and rally counts from 1 to at least 10. 	Student sometimes: <ul style="list-style-type: none"> reads and writes numbers through 10 and represents up to 10 objects with a written numeral orally counts accurately and efficiently from 1 to at least 10 	Student consistently: <ul style="list-style-type: none"> reads and write numbers from at least 0 to 20 and represents sets with numerals orally counts by ones from at least 1 to at least 50 counts by 1s to at least 50 starting from numbers other than 1 	Student consistently and independently: <ul style="list-style-type: none"> count to at least 100 by 1s and 10s. count forward by 1s to at least 100 starting from numbers other than 1
3	With prompting and support, student is able to: <ul style="list-style-type: none"> read and write numbers from at least 0 to 10 and represents sets with numerals Orally count by ones from at least 1 to at least 29 	Student sometimes: <ul style="list-style-type: none"> reads and write numbers from at least 0 to 20 and represents sets with numerals Orally counts by ones from at least 1 to at least 50 counts by 1s to at least 50 starting from numbers other than 1 	Student consistently: <ul style="list-style-type: none"> counts to at least 100 by 1s and 10s. counts forward by 1s to at least 100 starting from numbers other than 1 	Student consistently and independently: <ul style="list-style-type: none"> counts to at least 100 by 1s 5s and 10s. counts forward by 1s past 100 starting from numbers other than 1

Counts to tell the number of objects

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to: <ul style="list-style-type: none"> count a set of 5 objects using the correct count sequence and one-to-one correspondence; and count arranged sets of up to 5 objects. 	Student sometimes: <ul style="list-style-type: none"> counts a set of 8 objects using the correct count sequence and one-to-one correspondence; has to recount a set of objects when rearranged or put in different order; needs to count to find “one more”; and counts arranged sets of up to 10 objects. 	Student consistently: <ul style="list-style-type: none"> counts a set of 10 objects using the correct count sequence and one-to-one correspondence; understands the number of objects isn’t impacted by their arrangement or the order in which they were counted; uses the successor function to figure out “one more” without recounting a set of objects; and counts arranged and scattered sets of up to 10 objects. 	Student consistently and independently: <ul style="list-style-type: none"> counts as many as 20 things arranged in various ways; counts as many as 10 things in scattered configurations; and counts out sets of between 1 and 20 objects.
2				
3	With prompting and support, student is able to: <ul style="list-style-type: none"> counts a set of 8 objects using the correct count sequence and one-to-one correspondence; has to recount a set of objects when rearranged or put in different order; needs to count to find “one more”; and counts arranged sets of up to 10 objects. 	Student sometimes: <ul style="list-style-type: none"> counts a set of 10 objects using the correct count sequence and one-to-one correspondence; understands the number of objects isn’t impacted by their arrangement or the order in which they were counted; uses the successor function to figure out “one more” without recounting a set of objects; and counts arranged and scattered sets of up to 10 objects and 20 objects. 	Student consistently: <ul style="list-style-type: none"> counts as many as 20 things arranged in various ways; counts as many as 10 things in scattered configurations; and counts out sets of between 1 and 20 objects. 	Student consistently and independently: <ul style="list-style-type: none"> counts more than 20 things arranged in various ways; counts more than 10 things in scattered configurations; and counts out sets of more than 20 objects.

Compares numbers

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to identify which group has more.	Student sometimes compares the number of objects in two groups but cannot use the terms more, fewer, and same.	Student consistently compares the number of objects in two groups using the terms more, fewer, and same.	Student consistently and independently compares numerals between 1 and 10 using resources such as the number line, counting or modeling with counters.
2	With prompting and support, student is able to compare the number of objects in two groups but cannot use the terms more, fewer, and same.	Student sometimes compares the number of objects in two groups using the terms more, fewer, and same.	Student consistently compares numerals between 1 and 10 using resources such as the number line, counting or modeling with counters.	Student consistently and independently: <ul style="list-style-type: none"> • compares two numbers between 1 and at least 10 presented as written numerals; and • identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group.
3	With prompting and support, student is able to compare the number of objects in two groups using the terms more, fewer, and same.	Student sometimes compares numerals between 1 and 10 using resources such as the number line, counting or modeling with counters	Student consistently: <ul style="list-style-type: none"> • compares two numbers between 1 and at least 10 presented as written numerals; and • identifies whether the number of objects in one group is greater than, less than or equal to the number of objects in another group. 	Student consistently and independently compares two one-digit or two-digit numbers presented as written numerals.

Understands addition as putting together and adding to, and understands subtraction as taking apart and taking from

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to represent end-unknown addition number stories within 5 concretely (using objects, fingers, drawings, or acting out).	Student sometimes represents and solves end-unknown addition number stories within 5 concretely (using objects, fingers, drawings, or acting out).	Student consistently represents and solves end-unknown addition and subtraction situations within 5 concretely (using objects, fingers, drawings, or acting out).	Student consistently and independently: <ul style="list-style-type: none"> • represents addition and subtraction concretely and verbally; • solves simple number stories and problems involving addition and subtraction, using objects, drawings, or other strategies; • finds the number that makes 10 when added to a given number, using a ten frame for support; and • decompose numbers into pairs in more than one way concretely using objects, fingers or drawings.
2	With prompting and support, student is able to represent end-unknown addition number stories within 5 concretely (using objects, fingers, drawings, or acting out).	Student sometimes represents and solves end-unknown addition and subtraction situations within 5 concretely (using objects, fingers, drawings, or acting out).	Student consistently: <ul style="list-style-type: none"> • represents addition and subtraction concretely and verbally; • solves simple number stories and problems involving addition and subtraction, using objects, drawings, or other strategies; • finds the number that makes 10 when added to a given number, using a ten frame for support; and • decompose numbers into pairs in more than one way concretely using objects, fingers or drawings. 	Student consistently and independently: <ul style="list-style-type: none"> • represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations); • fluently add and subtract within 5; • find number pairs that add to 10 using drawings or equations; • compose, decompose, and understand numbers 11-19 as 10 ones and some further ones using a drawing or equation; • solve addition and subtraction word problems within 10; and • decomposes numbers 10 or lower into pairs in more than one way and record with drawing or equation.
3	With prompting and support, student is able to represent and solve end-unknown addition and subtraction situations within 5 concretely (using objects, fingers, drawings, or acting out).	Student sometimes: <ul style="list-style-type: none"> • represents addition and subtraction concretely and verbally; • solves simple number stories and problems involving addition and subtraction, using objects, drawings, or other strategies; • finds the number that makes 10 when added to a given number, using a ten frame for support; and • decompose numbers into pairs in more than one way concretely using objects, fingers or drawings. 	Student consistently: <ul style="list-style-type: none"> • represent addition and subtraction concretely, verbally, and symbolically (with expressions and equations); • fluently add and subtract within 5; • find number pairs that add to 10 using drawings or equations; • compose, decompose, and understand numbers 11-19 as 10 ones and some further ones using a drawing or equation; • solve addition and subtraction word problems within 10; and • decomposes numbers 10 or lower into pairs in more than one way and record with drawing or equation. 	Student consistently and independently: <ul style="list-style-type: none"> • represents addition and subtraction symbolically (with expressions and equations); • knows from memory number pairs that add to 10; and • knows from memory numbers 11-19 as 10 ones and some further ones.

Works with numbers 11-19 to gain foundations for place value

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is able to compose some numbers between 11-19 into ten ones and some further ones, using a double ten frame for support.	Student sometimes composes numbers 11-19 into ten ones and some further ones, using a double ten frame for support.	Student consistently composes and decomposes numbers 11-19 into ten ones and some further ones, using a double ten frame for support.	Student consistently and independently composes and decomposes numbers 11-19 into ten ones and some further ones from memory.
3				

Describes and compares measurable attributes

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is able to compare objects by length or by weight but cannot describe the difference using terms such as lighter, heavier, shorter and longer.	Student sometimes: <ul style="list-style-type: none"> compares objects by length or by weight but cannot describe the difference using terms such as lighter, heavier, shorter and longer; and compares the lengths of objects but cannot describe verbally. 	Student consistently: <ul style="list-style-type: none"> compares objects by length and by weight; describes the difference using terms such as lighter, heavier, shorter and longer; and describes and compares the lengths of objects. 	Student consistently and independently: <ul style="list-style-type: none"> describes measurable attributes of objects; and describes several measurable attributes of a single object.
3	With prompting and support, student is able to: <ul style="list-style-type: none"> compares objects by length or by weight but cannot describe the difference using terms such as lighter, heavier, shorter and longer; and compares the lengths of objects but cannot describe verbally. 	Student sometimes: <ul style="list-style-type: none"> compares objects by length and by weight; describes the difference using terms such as lighter, heavier, shorter and longer; and describes and compares the length of objects. 	Student consistently: <ul style="list-style-type: none"> describe measurable attributes of objects. describe several measurable attributes of a single object. 	Student consistently and independently identifies defining and non-defining attributes of shapes (i.e. all triangles have 3 sides but they don't all have to be the same color).

Classifies objects and counts the number of objects in categories

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to sort objects into a given category by color.	Student sometimes sorts objects into a given category using obvious attributes, such as color or shape.	Student consistently sorts objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.	Student consistently and independently classifies objects into categories, count the number of objects in each category and sort the categories by count.
2	With prompting and support, student is able to sort objects into a given category using obvious attributes, such as color or shape.	Student sometimes sorts objects into categories using obvious attributes, such as color or shape, and count up to 5 objects in each category.	Student consistently classifies objects into given categories, count the number of objects in each category and sort the categories by count.	Student consistently and independently: <ul style="list-style-type: none"> finds the common measurable attribute of a given set of objects; and sorts objects by measurable attribute in more than one way.
3				

Identifies and describes shapes

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to identify and name some triangles, circles, and squares in different sizes.	Student sometimes identifies and names some triangles, circles, and rectangles (including squares) in different sizes.	Student consistently identifies and names some triangles, circles, and rectangles (including squares) in different sizes and orientations.	Student consistently and independently: <ul style="list-style-type: none"> correctly names a variety of 2- and 3- shapes regardless of orientation or size; describes objects in the environment using shape names; and understands many terms for relative positions of objects.
2	With prompting and support, student is able to identify and name some triangles, circles, and rectangles (including squares) in different sizes.	Student sometimes identifies and names some triangles, circles, and rectangles (including squares) in different sizes and orientations.	Student consistently: <ul style="list-style-type: none"> correctly names a variety of 2- and 3- shapes regardless of orientation or size; describes objects in the environment using shape names; and understands many terms for relative positions of objects. 	Student consistently and independently: <ul style="list-style-type: none"> describes objects in the environment using shape names; correctly names basic 2- and 3- shapes regardless of their orientation or size; understands many terms for relative positions of objects; and identifies shapes as either 2 or 3 dimensional.
3	With prompting and support, student is able to identify and name some triangles, circles, and rectangles (including squares) in different sizes and orientations.	Student sometimes: <ul style="list-style-type: none"> correctly names a variety of 2- and 3- dimensional shapes regardless of orientation or size; describes objects in the environment using shape names; and understands many terms for relative positions of objects. 	Student consistently: <ul style="list-style-type: none"> describes objects in the environment using shape names; correctly names basic 2- and 3- dimensional shapes regardless of their orientation or size; understands many terms for relative positions of objects; and identifies shapes as either 2 or 3 dimensional. 	Student consistently and independently correctly names more complex 2- and 3- dimensional shapes such as trapezoids, hexagons, rhombus, cylinders, cones, etc.

Analyzes, compares, creates, and composes shapes

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to use informal language to describe some similarities of triangles, circles, and squares.	Student sometimes uses informal language to describe some similarities, differences and other attributes of triangles, circles, and rectangles (including squares).	Student consistently: <ul style="list-style-type: none"> uses informal language to describe some similarities, differences and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations; and models familiar shapes by drawing - not focusing on total accuracy. 	Student consistently and independently: <ul style="list-style-type: none"> analyzes and compares 2 and 3 dimensional shapes in different sizes and orientations; models shapes in the world by building shapes from components and drawing shapes; and composes simple shapes to form larger shapes.
2				
3	With prompting and support, student is able to: <ul style="list-style-type: none"> use informal language to describe some similarities, differences and other attributes of triangles, circles, and rectangles (including squares) ; and model familiar shapes by drawing - not focusing on total accuracy. 	Student sometimes: <ul style="list-style-type: none"> uses informal language to describe some similarities, differences and other attributes of triangles, circles, and rectangles (including squares) in different sizes and orientations; and models familiar shapes by drawing. 	Student consistently: <ul style="list-style-type: none"> analyzes and compares 2 and 3 dimensional shapes in different sizes and orientations; models shapes in the world by building shapes from components and drawing shapes; and composes simple shapes to form larger shapes. 	Student consistently and independently: <ul style="list-style-type: none"> evaluates a set of 2 and 3 dimensional shapes to determine which shape doesn't belong; and explains shapes in the world by decomposing them into smaller simpler shapes.