

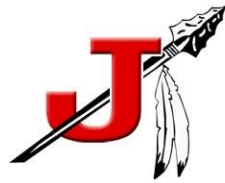
JACKSON R-II SCHOOL DISTRICT

Kindergarten Standards-Based Report Card Rubrics



2017-2018

JACKSON R-II SCHOOL DISTRICT



KINDERGARTEN STANDARDS-BASED REPORT CARD RUBRICS

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Kindergarten English Language Arts

READING: FOUNDATIONAL SKILLS

Reads high-frequency words. (K.RF.3.A.b) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	1ST QUARTER: Reads 9-11 of the 11 Quarter 1 high-frequency words by sight. K.RF.3.A.b	1ST QUARTER: Reads 7-8 of the 11 Quarter 1 high-frequency words by sight. K.RF.3.A.b	1ST QUARTER: Reads 6 or less of the 11 Quarter 1 high-frequency words by sight. K.RF.3.A.b
	2ND QUARTER: Reads 25-31 of the 31 Quarter 1 & 2 high-frequency words by sight. K.RF.3.A.b	2ND QUARTER: Reads 19-24 of the 31 Quarter 1 & 2 high-frequency words by sight. K.RF.3.A.b	2ND QUARTER: Reads 18 or less of the 31 Quarter 1 & 2 high-frequency words by sight. K.RF.3.A.b
	3RD QUARTER: Reads 44-54 of the 54 Quarter 1, 2, & 3 high-frequency words by sight. K.RF.3.A.b	3RD QUARTER: Reads 33-43 of the 54 Quarter 1, 2, & 3 high-frequency words by sight. K.RF.3.A.b	3RD QUARTER: Reads 32 or less of the 54 Quarter 1, 2, & 3 high-frequency words by sight. K.RF.3.A.b
	4TH QUARTER: Reads 61-75 of the 75 Quarter 1-4 high-frequency words by sight. K.RF.3.A.b District Assessment Note: Teachers should mark NA for this item at each mid-quarter.	4TH QUARTER: Reads 45-60 of the 75 Quarter 1-4 high-frequency words by sight. K.RF.3.A.b District Assessment Note: Teachers should mark NA for this item at each mid-quarter.	4TH QUARTER: Reads 44 or less of the 75 Quarter 1-4 high-frequency words by sight. K.RF.3.A.b District Assessment Note: Teachers should mark NA for this item at each mid-quarter.

READING: FOUNDATIONAL SKILLS

Identifies letters. (K.RF.1.A.a) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	1ST QUARTER: Identifies 16 or more upper- and lower-case letters. K.RF.1.A.a	1ST QUARTER: Identifies at 8-15 upper- and lower-case letters. K.RF.1.A.a	1ST QUARTER: Identifies less than 8 upper- and lower-case letters. K.RF.1.A.a
	2ND QUARTER: Identifies 34 or more upper- and lower-case letters. K.RF.1.A.a	2ND QUARTER: Identifies 17-33 upper- and lower-case letters. K.RF.1.A.a	2ND QUARTER: Identifies less than 17 upper- and lower-case letters. K.RF.1.A.a
	3RD- 4TH QUARTER: Identifies all upper- and lower-case letters. K.RF.1.A.a <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.	3RD- 4TH QUARTER Identifies 26-51 upper- and lower-case letters. K.RF.1.A.a <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.	3RD- 4TH QUARTER Identifies less than 26 upper- and lower-case letters. K.RF.1.A.a <u>District Assessment Note:</u> Teachers should mark NA for this item at each mid-quarter.

READING: FOUNDATIONAL SKILLS

Identifies and makes rhyming words. (K.RF.2.A.b-c) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Identifies <u>AND</u> makes rhyming words. K.RF.2.A.b-c	Inconsistently identifies or makes rhyming words. K.RF.2.A.b-c	Attempts to identify rhyming words. K.RF.2.A.b-c
	<u>District Assessment Note:</u> Nonsense words are acceptable rhyming words.	<u>District Assessment Note:</u> Nonsense words are acceptable rhyming words.	<u>District Assessment Note:</u> Nonsense words are acceptable rhyming words.

READING: FOUNDATIONAL SKILLS

Makes letter sounds. (K.RF.3.A.a) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Decodes regularly spelled one	Makes all letter sounds, including consonant, short and long vowel sounds.	Makes half or more of letter sounds. K.RF.3.A.a	Makes less than half of letter sounds. K.RF.3.A.a

syllable words. 1.RF.3.A.e	K.RF.3.A.a		
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WRITING

Prints all letters legibly in everyday writing. (K.L.1.B.a) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>1ST QUARTER: DEMONSTRATES MEETING AND</p> <p>Consistently uses the correct starting point and path of movement. AND NO reversals.</p>	<p>1ST QUARTER: Prints all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p> <p>AND</p> <p>NO reversals that make a different letter (ex: b for d, p for q).</p> <p>Q1 letters include: F, E, D, P, B, R, N, M, H, K, L, U, V</p>	<p>1ST QUARTER: Prints <u>AT LEAST HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>	<p>1ST QUARTER: Prints <u>LESS THAN HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>
<p>2ND QUARTER: DEMONSTRATES MEETING AND</p> <p>Consistently uses the correct starting point and path of movement. AND NO reversals.</p>	<p>2ND QUARTER: Prints all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p> <p>AND</p> <p>NO reversals that make a different letter (ex: b for d, p for q).</p> <p>Q2 letters include: All capital letters</p>	<p>2ND QUARTER: Prints <u>AT LEAST HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>	<p>2ND QUARTER: Prints <u>LESS THAN HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>
<p>3RD QUARTER: DEMONSTRATES MEETING AND</p> <p>Consistently uses the correct starting point and path of movement. AND NO reversals.</p>	<p>3RD QUARTER: Prints all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p> <p>AND</p> <p>NO reversals that make a different letter (ex: b for d, p for q).</p> <p>Q3 letters include: All capital letters and c, o, s,</p>	<p>3RD QUARTER: Prints <u>AT LEAST HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>	<p>3RD QUARTER: Prints <u>LESS THAN HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>

	v, w, t, a, d, g, u, i, e, l, k, y, j		
<p>4th QUARTER: DEMONSTRATES MEETING AND</p> <p>Consistently uses the correct starting point and path of movement. AND NO reversals.</p>	<p>4th QUARTER: Prints all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p> <p>AND</p> <p>NO reversals that make a different letter (ex: b for d, p for q).</p> <p>Q4 letters include all capital and lowercase letters.</p>	<p>4th QUARTER: Prints <u>AT LEAST HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>	<p>4th QUARTER: Prints <u>LESS THAN HALF</u> of all letters covered in quarter legibly in everyday writing samples. K.L.1.B.a</p>

WRITING

Capitalizes, writes, and spells first name. (K.L.1.B.c) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>1ST – 4th QUARTER:</p> <p>DEMONSTRATES MEETING AND</p> <p>Capitalizes, writes, and spells first name (without model), using the correct path of movement.</p>	<p>1ST QUARTER:</p> <p>Capitalizes, writes, and spells first name (without model). K.L.1.B.c</p> <p>First Quarter- Students can use capital letters within their names, as not all lowercase letters will have been introduced.</p>	<p>1ST QUARTER:</p> <p>Inconsistently capitalizes, writes, and spells first name (without model). K.L.1.B.c</p> <p>First Quarter- Students can use capital letters within their names, as not all lowercase letters will have been introduced.</p>	<p>1ST QUARTER:</p> <p>Attempts to capitalize, write, and spell first name (without model). K.L.1.B.c</p> <p>First Quarter- Students can use capital letters within their names, as not all lowercase letters will have been introduced.</p>
<p>2ND – 4th QUARTER:</p> <p>DEMONSTRATES MEETING AND</p> <p>Capitalizes, writes, and spells first name (without model), using the correct path of movement.</p>	<p>2ND – 4th QUARTER:</p> <p>Capitalizes, writes, and spells first name (without model). K.L.1.B.c</p> <p>Second-Fourth Quarters- only first letter should be capitalized.</p>	<p>2ND – 4th QUARTER:</p> <p>Inconsistently capitalizes, writes, and spells first name (without model). K.L.1.B.c</p> <p>Second-Fourth Quarters- only first letter should be capitalized.</p>	<p>2ND – 4th QUARTER:</p> <p>Attempts to capitalize, write, and spell first name (without model). K.L.1.B.c</p> <p>Second-Fourth Quarters- only first letter should be capitalized.</p>

WRITING

Capitalizes, writes, and spells last name. (K.L.1.B.c) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p>	<p>Capitalizes, writes, and spells last name (without model). K.L.1.B.c</p>	<p>Inconsistently capitalizes, writes, and spells last name (without model). K.L.1.B.c</p>	<p>Attempts to capitalize, write, and spell last name (without model). K.L.1.B.c</p>

Capitalizes, writes, and spells last name (without model), using the correct path of movement.			
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WRITING

Writes a variety of texts (with assistance). (K.W.1.a; K.W.1.B.a; K.W.2.A.a-c; K.W.2.B.a-b; K.W.2.C.a-e; K.L.1.A.a-e; K.L.1.B.d-i) **Quarter 4**

4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p><u>Demonstrates ALL 7 of the following:</u></p> <ul style="list-style-type: none"> ✓ Chooses topic K.W.2.A.a, K.W.2.B.a, K.W.2.A.a ✓ Uses drawings and letters/words K.W.1.A.a, K.W.1.B.a, K.W.2.B.a, K.W.2.C.a, K.W.2.A.d ✓ Uses high frequency words and phonetically spells words (using consonant and short vowel sounds) K.L.1.B.g ✓ Uses graphic organizer for prewriting K.W.1.A.a ✓ Uses appropriate spacing K.W.1.C.b ✓ Uses grade level appropriate spelling, capitalization (name and pronoun I), and grammar K.L.1.B.c-e ✓ Writes in complete thoughts K.L.1.B.b 	<p><u>Demonstrates 5-6 of the following:</u></p> <ul style="list-style-type: none"> ✓ Chooses topic K.W.2.A.a, K.W.2.B.a, K.W.2.A.a ✓ Uses drawings and letters/words K.W.1.A.a, K.W.1.B.a, K.W.2.B.a, K.W.2.C.a, K.W.2.A.d ✓ Uses high frequency words and phonetically spells words (using consonant and short vowel sounds) K.L.1.B.g ✓ Uses graphic organizer for prewriting K.W.1.A.a ✓ Uses appropriate spacing K.W.1.C.b ✓ Uses grade level appropriate spelling, capitalization (name and pronoun I), and grammar K.L.1.B.c-e ✓ Writes in complete thoughts K.L.1.B.b <p><u>District Assessment Note:</u> This standard measures students' writing on a variety of text pieces over time. A minimum</p>	<p><u>Demonstrates 3 or 4 of the following:</u></p> <ul style="list-style-type: none"> ✓ Chooses topic K.W.2.A.a, K.W.2.B.a, K.W.2.A.a ✓ Uses drawings and letters/words K.W.1.A.a, K.W.1.B.a, K.W.2.B.a, K.W.2.C.a, K.W.2.A.d ✓ Uses high frequency words and phonetically spells words (using consonant and short vowel sounds) K.L.1.B.g ✓ Uses graphic organizer for prewriting K.W.1.A.a ✓ Uses appropriate spacing K.W.1.C.b ✓ Uses grade level appropriate spelling, capitalization (name and pronoun I), and grammar K.L.1.B.c-e ✓ Writes in complete thoughts K.L.1.B.b <p><u>District Assessment Note:</u> This standard measures students'</p>	<p><u>Demonstrates less than 3 of the following:</u></p> <ul style="list-style-type: none"> ✓ Chooses topic K.W.2.A.a, K.W.2.B.a, K.W.2.A.a ✓ Uses drawings and letters/words K.W.1.A.a, K.W.1.B.a, K.W.2.B.a, K.W.2.C.a, K.W.2.A.d ✓ Uses high frequency words and phonetically spells words (using consonant and short vowel sounds) K.L.1.B.g ✓ Uses graphic organizer for prewriting K.W.1.A.a ✓ Uses appropriate spacing K.W.1.C.b ✓ Uses grade level appropriate spelling, capitalization (name and pronoun I), and grammar K.L.1.B.c-e ✓ Writes in complete thoughts K.L.1.B.b <p><u>District Assessment Note:</u> This standard</p>

<p>District Assessment Note: This standard measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized.</p>	<p>of 4 writing samples should be utilized.</p> <p>Two of these will be required genre studies: an informative animal report and a persuasive book review.</p>	<p>writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized.</p>	<p>measures students' writing on a variety of text pieces over time. A minimum of 4 writing samples should be utilized.</p>
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Kindergarten Mathematics

NUMBER SENSE

Counts, compares, and writes numerals 0-5. (K.NS.A.4; K.NS.B.5-7; K.NS.C.10) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>NO EXCEEDING</p>	Counts, compares, and writes numerals 0-5. K.NS.A.4; K.NS.B.5-7; K.NS.C.10	Counts, compares, and writes SOME numerals 0-5. K.NS.A.4; K.NS.B.5-7; K.NS.C.10	Attempts to count, compare, and write numerals 0-5. K.NS.A.4; K.NS.B.5-7; K.NS.C.10

NUMBER SENSE

Counts, compares, and writes numerals 6-10. (K.NS.A.4; K.NS.B.5-7; K.NS.C.10-11) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> <p>Use symbols to compare numbers or groups of objects. Part of 1.NBT.A.3</p> <p style="text-align: center;">< , = , ></p>	Counts, compares, and writes numerals 6-10. K.NS.A.4; K.NS.B.5-7; K.NS.C.10-11	Counts, compares, and writes SOME numerals 6-10. K.NS.A.4; K.NS.B.5-7; K.NS.C.10-11	Attempts to count, compare, and write numerals 6-10. K.NS.A.4; K.NS.B.5-7; K.NS.C.10-11

NUMBER SENSE

Orally counts from any given number up to 100 by ones and tens. (K.NS.A.1-2) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

NO EXCEEDING	Orally counts from any given number up to 100 by ones and tens. K.NS.A.1, K.NS.A.2	Orally counts from <u>SOME</u> numbers up to 100 by ones and tens. K.NS.A.1, K.NS.A.2	Attempts to orally count from any given number up to 100 by ones and tens. K.NS.A.1, K.NS.A.2
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NUMBER SENSE

Counts from any given number up to 100. (K.NS.A.1-2) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Counts to 100 by ones and tens. K.NS.A.1 Counts forward beginning with a given number up to 100 (instead of beginning at one). K.NS.A.2	<u>Partially</u> counts to 100 by ones and tens. K.NS.A.1 <u>Partially</u> counts forward beginning with a given number up to 100 (instead of beginning at one). K.NS.A.2	ATTEMPTS to count to 100. K.NS.A.1, K.NS.A.2

NUMBER AND OPERATIONS IN BASE TEN

Understands place value of numbers up to 19. (K.NS.B.5-7; K.NS.B.9; K.NBT.A.1) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Uses objects or drawings to represent two-digit numbers from 20-99 as tens and ones. Part of 1.NBT.A.1-2	Uses objects or drawings to represent numbers 11-19 as tens and ones. (ex: 18 is one ten and eight ones) Counts and writes numerals 11-19. K.NS.B.5-7; K.NS.B.9; K.NBT.A.1	Uses objects or drawings to represent <u>SOME</u> numbers 11-19 as tens and ones. (ex: 18 is one ten and eight ones). Counts and writes <u>SOME</u> numerals 11-19. K.NS.B.5-7; K.NS.B.9; K.NBT.A.1	ATTEMPTS to use objects or drawing to represent numbers 11-19 as tens and ones. Counts and writes <u>SOME</u> numerals 11-19. K.NS.B.5-7; K.NS.B.9; K.NBT.A.1

RELATIONSHIPS AND ALGEBRAIC THINKING

Uses objects to add values up to 10. (K.RA.A.1-4) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Uses objects to add values up to 20. Part of 1.RA.C.7</p>	<p>Uses objects to add values up to 10. K.RA.A.1-4</p>	<p>Uses objects to add <u>SOME</u> values up to 10. K.RA.A.1-4</p>	<p>Attempts to use objects to add values up to 10. K.RA.A.1-4</p>

RELATIONSHIPS AND ALGEBRAIC THINKING

Uses objects to subtract values up to 10. (K.RA.A.1-2) Quarter 3-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Uses objects to subtract values up to 20. Part of 1.RA.C.7</p>	<p>Uses objects to subtract values up to 10. K.RA.A.1-2</p>	<p>Uses objects to subtract <u>SOME</u> values up to 10. K.RA.A.1-2</p>	<p>Attempts to use objects to subtract values up to 10. K.RA.A.1-2</p>

GEOMETRY AND MEASUREMENT

Identifies and describes two- and three-dimensional shapes. (K.GM.C.6, K.GM.C.8) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Distinguishes between left and right in multiple situations.</p>	<p>Identifies and describes two- and three-dimensional shapes.</p> <p>Identify 2-d shapes are “flat” And 3-d shapes are “solid.” K.GM.C.6, K.GM.C.8</p> <p>2-d shapes include: circle, rectangle, triangle, hexagon, square.</p> <p>3-d shapes include: sphere, cylinder, cube, and cone.</p>	<p>Demonstrates <u>SOME</u> of the following:</p> <p>Identifies and describes two- and three-dimensional shapes.</p> <p>Identify 2-d shapes are “flat” and 3-d shapes are “solid.” K.GM.C.6, K.GM.C.8</p>	<p>Demonstrates limited understanding of two- and three-dimensional shapes. K.GM.C.6, K.GM.C.8</p>

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Kindergarten Science

PHYSICAL SCIENCE

Makes observations about the physical properties of objects. (K.PS1.A) Quarter 2-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Makes observations about the physical properties of objects. K.PS1.A ESSENTIAL VOCABULARY: Observe, measure, safety, rules, share, five senses	Makes <u>SOME</u> observations about the physical properties of objects. K.PS1.A	Attempts to make observations about the physical properties of objects. K.PS1.A

PHYSICAL SCIENCE

Describes force, motion, and position of objects. (K.GM.C.7, K.PS2.A.1, K.PS2.A.2) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Describes force, motion, and position of objects. K.GM.C.2, K.PS2.A.1, K.PS2.A.2 ESSENTIAL VOCABULARY: Position, above, below,	Describes force, motion, and position of <u>SOME</u> objects. K.GM.C.2, K.PS2.A.1, K.PS2.A.2	Attempts to describe force, motion, and position of objects. K.GM.C.2, K.PS2.A.1, K.PS2.A.2

	push, pull, fast, slow, motion		
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LIFE SCIENCE

<p>Makes observations about living and nonliving things and identifies the needs of living things. (K.LS1.C) Quarter 4</p>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p>DEMONSTRATES MEETING AND</p> <p>Explains how living things make changes to their environment.</p>	<p>Makes observations about living and nonliving things and identifies the needs of living things. K.LS1.C</p> <p>ESSENTIAL VOCABULARY: Non-living, living, needs, compare, contrast, environment</p>	<p>Makes <u>SOME</u> observations about living and nonliving things and identifies <u>SOME</u> needs of living things. K.LS1.C</p>	<p>Attempts to make observations about living and nonliving things and attempts to identify the needs of living things. K.LS1.C</p>

EARTH SCIENCE

<p>Makes observations about the weather at different times of the year. (K.ESS1.B, K.ESS2.D) Quarter 3-4</p>			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning

<p>DEMONSTRATES MEETING AND</p> <p>Explains the position of the sun in the sky throughout the day. Part of 1.ESS1.A.2</p>	<p>Makes observations about the weather at different times of the year. K.ESS1.B, K.ESS2.D</p> <p>ESSENTIAL VOCABULARY: light, heat, sun, weather, season, time of day (morning, noon, evening)</p>	<p>Makes <u>SOME</u> observations about the weather at different times of the year. K.ESS1.B, K.ESS2.D</p>	<p>Attempts to make observations about the weather at different times of the year. K.ESS1.B, K.ESS2.D</p>
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Kindergarten Social Studies

CONSTITUTIONAL DEMOCRACY

<p>Recites the Pledge of Allegiance and recognizes the flag as a symbol of our nation. (K.PC.1.F.a-b) Quarter 4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>
<p>DEMONSTRATES MEETING AND</p> <p>Recognizes the Statue of Liberty and US Capitol as symbols of our nation. 1st grade 1.PC.1.F.a</p>	<p>Recites the Pledge and understands that we look at the flag because it is a symbol of our nation. K.PC.1.F.a-b</p>	<p>Recites the Pledge and understands that we look at the flag because it is a symbol of our nation, <u>WITH ASSISTANCE.</u> K.PC.1.F.a-b</p>	<p>Attempts to recite the Pledge. K.PC.1.F.a-b</p>

GEOGRAPHY

<p>Identifies a map and globe as tools. (K.EG.5.A.a) Quarter 2-4</p>			
<p>4- Exceeding</p>	<p>3- Meeting</p>	<p>2- Approaching</p>	<p>1- Beginning</p>

<p>DEMONSTRATES MEETING AND Reads maps. 1st grade 1.EG.5.A.b</p>	<p>Identifies a map and globe and tells you they are used to help you locate places. K.EG.5.A.a</p>	<p>Identifies a map and globe. K.EG.5.A.a</p>	<p>Demonstrates limited understanding of maps and globes. K.EG.5.A.a</p>
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Kindergarten Art

Uses art tools and materials. (PP1A, PP1B, PP1D, PP2A) Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Independently identifies and uses art tools and materials appropriately.	Identifies and uses art tools and materials appropriately.	Identifies and uses art tools and materials, with assistance.	Attempts to identify and use art tools and materials.

Follows directions and demonstrates effort. Quarter 1-4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> Assists others in following directions.	Follows directions and demonstrates effort.	Follows directions and demonstrates effort <u>sometimes</u> .	Attempts to follow directions and demonstrate effort.

Recognizes and uses art elements of design. (PP1A, PP1B, EP1A, EP1B, EP1C, EP1D, EP1E, EP1F, EP1G) Quarter 4			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
<p style="text-align: center;">DEMONSTRATES MEETING AND</p> Explains art elements of design.	Recognizes and uses art elements of design. (line, color, shape, texture and form)	Recognizes and uses <u>some</u> art elements of design.	Attempts to recognize and use art elements of design.

Kindergarten Music

Melody: Demonstrates vocal techniques. (PP1A)			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
DEMONSTRATES MEETING AND Uses singing voice to echo simple patterns.	Demonstrates various use of the voice. (sing, whisper, shout, speak)	Uses speaking voice and attempts other uses of the voice. (sing, whisper, shout)	Uses speaking voice only.

Rhythm: Demonstrates use of steady beat. (EP1A)			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
Recognizes and performs steady beat.	Recognizes and performs steady beat with modeling.	Recognizes steady beat with modeling.	Attempts to respond to steady beat.

Form: Recognizes changes in music. (EP1B, EP1C, AP1A)			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Responds appropriately to changes in music. (ex. high/low, fast/slow, loud/soft)	Recognizes changes in music.	Attempts to recognize changes in music.

Listens and follows directions in order to participate fully in music education activities.			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability.	Listens and follows directions in order to participate fully in music education activities to the best of his/her ability, with reminders.	Often chooses not to listen to or follow directions in order to participate fully in music education activities.

K-5th Grade Physical Education

Participates fully in physical education activities. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Fully participates to the best of his/her ability in all physical education activities.	Fully participates to the best of his/her ability in <u>some</u> physical education activities.	Often chooses not to fully participate in physical education activities.

Follows rules, directions, and uses good sportsmanship. (PA2A, HM1F) Quarter 1			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Follows rules, directions, and uses good sportsmanship during physical education activities.	Follows rules, directions, and uses good sportsmanship during physical education activities, with few reminders.	Attempts to follow rules, directions, and use good sportsmanship during physical education activities.

Demonstrates locomotor skills needed to perform a variety of physical activities. (HM1A) Quarter 2			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> locomotor skills successfully and uses proper technique during games. Locomotor skills include: walking, running, jumping, galloping, sliding, leaping, hopping, and skipping.	Performs <u>some</u> locomotor skills successfully and uses proper technique during games.	Attempts to perform locomotor skills with little success or improper technique during games.

Demonstrates manipulative skills needed to perform a variety of physical activities. (HM1C, HM1E, HM1F, HM2A, HM2B) Quarter 3			
4- Exceeding	3- Meeting	2- Approaching	1- Beginning
NO EXCEEDING	Performs <u>most</u> manipulative skills successfully and uses proper technique during games. Manipulative skills include: throwing, kicking, striking, and	Performs <u>some</u> manipulative skills successfully and uses proper technique during games.	Attempts to perform manipulative skills with little success or improper technique during games.

	catching.		
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