

West Deptford Board of Education

Standards-Based Report Card Rubric

Grade - Kindergarten

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Kindergarten Standards Based Report Card Rubric

*Students will receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain gets graded according to rubric below:

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Toward Standard	Beginning to Progress Toward Standard	Insufficient Progress Toward Standard	Progress Not Assessed At This Time

*Students will receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator gets scored with a: +, blank or - (according to the rubric highlighted below)

Standard	<input type="checkbox"/> +	Outstanding	<input type="checkbox"/>	Satisfactory	<input type="checkbox"/> -	Improvement Needed
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Foundational Skills Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Identify uppercase letters	Consistently and independently: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Identifies all 26 uppercase letters 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Identifies 99-80% uppercase letters(25-21) 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Identifies less than 79% uppercase letters (20 or less)
Identify lowercase letters	Consistently and independently: T1: <ul style="list-style-type: none"> ● Identifies all 26 lowercase letters T 2&3: <ul style="list-style-type: none"> ● Identifies all 26 lowercase letters 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● Identifies 96-69% of lowercase letters (25-18) T 2&3: <ul style="list-style-type: none"> ● Identifies 96-81% lowercase letters(25-21) 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● Identifies 65-0% of lowercase letters (17-0) T 2&3: <ul style="list-style-type: none"> ● Identifies 77-0% lowercase letters(20 or less)
Identify letter sounds	Consistently and independently: T1&2: <ul style="list-style-type: none"> ● Identifies 100% of letter sounds taught 	Sometimes and/or inconsistently: T1&2: <ul style="list-style-type: none"> ● Identifies 99% - 80% of the letter sounds taught 	Beginning to/rarely or with support: T1&2: <ul style="list-style-type: none"> ● Identifies less than 80% of the letter sounds taught

	T3: <ul style="list-style-type: none"> ● Identifies 100 % of letter sounds/digraphs taught 	T3: <ul style="list-style-type: none"> ● Identifies 99 - 85% of letter sounds/digraphs taught 	T3: <ul style="list-style-type: none"> ● Identifies 84% of letter sounds/digraphs taught
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<p>Isolate and pronounce the initial, medial vowel, and final sounds in CVC words</p>	<p>Consistently and independently: T1:</p> <ul style="list-style-type: none"> • NA <p>T2:</p> <ul style="list-style-type: none"> • Isolates and pronounces the initial, medial and final sounds in CVC words <p>T3:</p> <ul style="list-style-type: none"> • Reads whole CVC words without segmenting 	<p>Sometimes or with support: T1:</p> <ul style="list-style-type: none"> • NA <p>T2:</p> <ul style="list-style-type: none"> • Isolates and pronounces the initial, medial and final sounds in CVC words <p>T3:</p> <ul style="list-style-type: none"> • Isolates and pronounces the initial, medial, and final sounds in CVC words 	<p>Beginning to/rarely or with support: T1:</p> <ul style="list-style-type: none"> • NA <p>T2:</p> <ul style="list-style-type: none"> • Isolate and pronounces the initial and final sounds in CVC words <p>T3:</p> <ul style="list-style-type: none"> • Isolates and pronounces the initial, medial, and final sounds in CVC words
<p>Recognizes and produces rhyming words</p>	<p>Consistently and independently: T1,2,3:</p> <ul style="list-style-type: none"> • Recognizes and produces rhyming words 	<p>Sometimes and/or inconsistently: T1,2,3:</p> <ul style="list-style-type: none"> • Recognizes and produces rhyming words 	<p>Beginning to/rarely or with support: T1,2,3:</p> <ul style="list-style-type: none"> • Recognizes and produces rhyming words
<p>Reads common high-frequency words by sight</p>	<p>Consistently and independently: T1,2,3:</p> <ul style="list-style-type: none"> • Identifies 100% of the letter sounds taught 	<p>Sometime and/or inconsistently: T1,2,3:</p> <ul style="list-style-type: none"> • Identifies 99-80% of the letter sounds taught 	<p>Beginning to/rarely or with support: T1,2,3:</p> <ul style="list-style-type: none"> • Identifies less than 80% of the letter sounds taught

Reading/Comprehension Skills Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Follows words from left to right, top to bottom and page by page	<p>Consistently and independently: T1,2,3:</p> <ul style="list-style-type: none"> ● Tracks print from left to right, top to bottom and page by page 	<p>Sometimes and/or inconsistently: T1,2,3:</p> <ul style="list-style-type: none"> ● Tracks print from left to right, top to bottom and page by page 	<p>Beginning to/rarely or with support: T1,2,3:</p> <ul style="list-style-type: none"> ● Tracks print from left to right, top to bottom and page by page
Identify characters, setting, and major events in a story	<p>Consistently and independently: T1:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> of a story <p>T2:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story <p>T3:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story 	<p>Sometimes and/or inconsistently: T1:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> of a story <p>T2:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story <p>T3:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story 	<p>Beginning to/rarely or with support: T1:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> of a story <p>T2:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u> and <u>setting</u> of a story <p>T3:</p> <ul style="list-style-type: none"> ● Uses key details/evidence from the text to identify <u>characters</u>, <u>setting</u> and <u>major events</u> of the story

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Recognizes the title page, front cover, and back cover a book	Consistently and independently: T1,2,3: <ul style="list-style-type: none"> ● Recognizes the title page, front/back cover of a book 	Sometimes and/or inconsistently: T1,2,3: <ul style="list-style-type: none"> ● Recognizes the title page, front/back cover of a book 	Beginning to/rarely or with support: T1,2,3: <ul style="list-style-type: none"> ● Recognizes the title page, front/back cover of a book
Identifies the role of the author and illustrator	Consistently: T1, 2, 3: <ul style="list-style-type: none"> ● Identifies the role of the author and illustrator 	Sometimes and/or inconsistently: T1, 2, 3: <ul style="list-style-type: none"> ● Identifies the role of the author and illustrator 	Beginning to/rarely or with support: T1, 2, 3: <ul style="list-style-type: none"> ● Identifies the role of the author and illustrator

Writing Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Demonstrates the command of conventions of standard English (capitalization, punctuation, and spelling when writing)	Consistently and independently: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Recognizes and uses capitals and punctuation marks correctly ● Understands and applies the knowledge that words are separated by spaces in print 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Recognizes and uses capitals and punctuation marks correctly ● Understands and applies the knowledge that words are separated by spaces in print 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● NA T 2&3: <ul style="list-style-type: none"> ● Recognizes and uses capitals and punctuation marks correctly ● Understands and applies the knowledge that words are separated by spaces in print
Prints upper and lowercase letters	Consistently and independently: T1, 2, 3: <ul style="list-style-type: none"> ● Prints 100% of all upper and lower case letters 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● Prints 99%-80% of lowercase letters taught T2,3: <ul style="list-style-type: none"> ● Prints 99%-80% of lowercase AND uppercase letters taught 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● Prints 79% or less of lowercase letters taught T 2,3: <ul style="list-style-type: none"> ● Prints 79% or less of lowercase AND uppercase letters taught
Use a combination of drawing, dictating and writing to compose narrative and informative pieces in which they name what they are writing about and supply some information about the topic	Consistently and independently: T1, 2, 3: <ul style="list-style-type: none"> ● Draws, dictates and writes some information about given topics 	Sometimes and/or inconsistently: T1, 2, 3 <ul style="list-style-type: none"> ● Draws, dictates and writes some information about given topics 	Beginning to/rarely or with support: T1, 2, 3 <ul style="list-style-type: none"> ● Draws, dictates and writes some information about given topics

Listening and Speaking Indicators

Standard	(+) Outstanding	Satisfactory	(-)Improvement Needed
Listens to others and takes turns speaking	Consistently and Independently: T1, 2, 3: <ul style="list-style-type: none"> ● Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions 	Sometimes and/or inconsistently: T1, 2, 3: <ul style="list-style-type: none"> ● Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions 	Beginning to/rarely or with support: T1, 2, 3: <ul style="list-style-type: none"> ● Listens to others and responds appropriately, takes turns when speaking and asks meaningful questions
Makes relevant contributions to classroom and group discussions.	Consistently and Independently: T1, 2, 3: <ul style="list-style-type: none"> ● Makes relevant contributions to classroom and group discussions 	Sometimes and/or inconsistently: T1, 2, 3: <ul style="list-style-type: none"> ● Makes relevant contributions to classroom and group discussions 	Beginning to/rarely or with support: T1, 2, 3: <ul style="list-style-type: none"> ● With re-directions and prompting, makes relevant contributions to classroom and group discussions

Math

Counting and Cardinality Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Counts to 100 by ones	Consistently and independently: T1&2: <ul style="list-style-type: none"> ● Count to 100 T3: <ul style="list-style-type: none"> ● Count beyond 100 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● Count to 20 T2: <ul style="list-style-type: none"> ● Count to 50 T3: <ul style="list-style-type: none"> ● Count to 100 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● Count to 20 T2: <ul style="list-style-type: none"> ● Count to 50 T3: <ul style="list-style-type: none"> ● Count to 100
Counts to 100 by tens	Consistently and independently: T1: <ul style="list-style-type: none"> ● NA T2: <ul style="list-style-type: none"> ● Count by tens to 100 T3: <ul style="list-style-type: none"> ● Count by tens beyond 100 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● NA T2: <ul style="list-style-type: none"> ● Count by tens to 50 T3: <ul style="list-style-type: none"> ● Count by tens to 100 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● NA T2: <ul style="list-style-type: none"> ● Count by tens to 50 T3: <ul style="list-style-type: none"> ● Count by tens to 100
Counts forward from any given number to 100	Consistently and independently: T1: <ul style="list-style-type: none"> ● NA T2: <ul style="list-style-type: none"> ● Count beyond 50 T3: <ul style="list-style-type: none"> ● Count beyond 100 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> ● NA T2: <ul style="list-style-type: none"> ● Count to 50 T3: <ul style="list-style-type: none"> ● Count to 100 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> ● NA T2&3: <ul style="list-style-type: none"> ● Count to 50 T3: <ul style="list-style-type: none"> ● Count to 100

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Writes numbers 0-20	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> Write to 10 with NO REVERSALS <p>T2:</p> <ul style="list-style-type: none"> Write to 20 with NO REVERSALS <p>T3:</p> <ul style="list-style-type: none"> Writes numbers beyond 20 with NO REVERSALS 	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> Write to 10 WITH REVERSALS <p>T2&3:</p> <ul style="list-style-type: none"> Write to 20 WITH REVERSALS 	<p>Beginning to/rarely or with support</p> <p>T1:</p> <ul style="list-style-type: none"> May write to 10 using a MODEL AND WITH REVERSALS <p>T2&3:</p> <ul style="list-style-type: none"> May write to 20 using a MODEL AND WITH REVERSALS
Understand the relationship between numbers and quantities: connecting counting to cardinality (one -to-one correspondence)	<p>Consistently and independently:</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> one-to-one count <u>beyond 20</u> and also understands that the last number name said tells the number of objects counted 	<p>Sometimes and/or inconsistently</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> one-to-one count <u>to 20</u> and also understands that the last number name said tells the number of objects counted 	<p>Beginning to/rarely or with support:</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> one-to-one count <u>to 20</u> and also understands that the last number name said tells the number of objects counted
Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group (e.g. by using matching and counting strategies)	<p>Consistently and independently:</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> identifies a set of objects that is greater than, less than or equal to another set of objects <u>WITHOUT</u> having to count 	<p>Sometimes and/or inconsistently</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> identifies a set of objects that is greater than, less than or equal to another set of objects by <u>using counting strategies.</u> 	<p>Beginning to/rarely or with support:</p> <p>T1,2,3:</p> <ul style="list-style-type: none"> begins to understand that sets of objects can be compared with the use of counting strategies or other given models

Standard	(+)Outstanding	Satisfactory	(-)Improvement Needed
Compare two numbers between 1 and 10 presented as written numerals.	Consistently and independently: T1,2,3: <ul style="list-style-type: none"> compares pairs of number 1-10 and beyond 	Sometimes and/or inconsistently: T1,2,3: <ul style="list-style-type: none"> compares pairs of numbers 1-10 	Beginning to/rarely or with support: T1,2,3: <ul style="list-style-type: none"> compares pairs of numbers

Operations and Algebraic Thinking Indicators

Standard	(+)Outstanding	Satisfactory	(-)Improvement Needed
Uses objects or drawings to represent and solve addition and subtraction stories up to 10	Consistently and independently: T1: <ul style="list-style-type: none"> NA T2: <ul style="list-style-type: none"> solve addition and subtraction stories, up to 10, MENTALLY WITHOUT using any objects or drawings T3: <ul style="list-style-type: none"> solve addition and subtraction stories, BEYOND 10, MENTALLY WITHOUT using any objects or drawings 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> uses objects, drawings, or a ten frame to solve addition and subtraction problems, up to 10, but may use wrong operation or miscount when solving 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> has difficulty using objects, drawing, or ten frames to solve addition and subtraction problems
Represents numbers up to 10 in more than one way. (example: $7=5+2$ and $7=3+4$)	Consistently and independently: T1,2: <ul style="list-style-type: none"> NA T3: <ul style="list-style-type: none"> decomposes a given number up to 10 in more than one way 	Sometimes and/or inconsistently: T1,2: <ul style="list-style-type: none"> NA T3: <ul style="list-style-type: none"> decomposes a given number up to 10 in more than one way 	Beginning to/rarely or with support: T1,2: <ul style="list-style-type: none"> NA T3: <ul style="list-style-type: none"> decomposes some numbers in more than one way

Standard	(+)Outstanding	Satisfactory	(-)Improvement Needed
Find a number that makes ten for numbers 1-9	Consistently and independently: T1,2,3: <ul style="list-style-type: none"> finds the correct number that makes ten when given a number 	Sometimes and/or inconsistently: T1,2,3: <ul style="list-style-type: none"> finds the correct number that makes ten when given a number 	Beginning to/rarely or with support: T1,2,3: <ul style="list-style-type: none"> finds the correct number that makes ten when given a number
Fluently adds and subtracts within 5	Consistently and independently: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> uses <u>memorized</u> facts to <u>add and subtract</u> within 5 quickly and accurately 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> adds or subtracts within 5 but relies on counting strategies or makes errors when attempting to memorize 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> difficulty adding or subtracting fluently or guesses instead of using a counting strategy

Number and Operations in Base Ten Indicators

Standard	(+)Outstanding	Satisfactory	(-)Improvement Needed
Compose and decompose numbers 11-19	Consistently and independently: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> composes and decomposes numbers 11-19 into groups of tens and ones 	Sometimes and/or inconsistently: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> composes and/or decomposes numbers 11-19 into groups of tens and ones 	Beginning to/rarely or with support: T1: <ul style="list-style-type: none"> NA T2,3: <ul style="list-style-type: none"> composes and/or decomposes numbers 11-19 into groups of tens and ones

Measurement and Data Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Classifies objects and counts the number of objects in each category	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> ● NA <p>T2,3:</p> <ul style="list-style-type: none"> ● sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly 	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> ● NA <p>T2,3:</p> <ul style="list-style-type: none"> ● sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly 	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> ● NA <p>T2,3:</p> <ul style="list-style-type: none"> ● sorts objects based on multiple as (such as color and shape) and counts the objects in each category correctly
Describes measurable attributes of objects such as length/weight	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● describes differences in objects based on their length and weight 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● describes differences in objects by length and/or weight (often confuses the two) 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● has difficulties describing differences in objects by length and/or weight
Directly compare 2 objects with measurable attributes in common	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● compare two objects with common measurable attributes 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● compare two objects with common measurable attributes 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● has difficulties comparing two objects with common measurable attributes

Geometry Indicators

Standard	(+)Outstanding	Satisfactory	(-)Improvement Needed
Identify and describe 2d shapes	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● names all of the required 2D shapes plus additional shapes regardless of orientation and overall size 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● names the required 2D shapes regardless of orientation and overall size 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● attempts to name 2D shapes regardless of orientation and overall size
Identify and describe 3d shapes	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● names all of the required 3D shapes plus additional shapes regardless of orientation and overall size 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● names the required 3D shapes regardless of orientation and overall size 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● attempts to name 2D shapes regardless of orientation and overall size
Compare, create and composes shapes	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● uses simple shapes to create new shapes 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● uses simple shapes to create new shapes 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● attempts to use simple shapes to create new shapes
Describes the relative positions of objects (above, below, next to, etc.)	<p>Consistently and independently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● describe the relative positions of objects 	<p>Sometimes and/or inconsistently:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● describe the relative positions of objects 	<p>Beginning to/rarely or with support:</p> <p>T1,2:</p> <ul style="list-style-type: none"> ● NA <p>T3:</p> <ul style="list-style-type: none"> ● attempts to describe the relative positions of objects

Science Indicators

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Demonstrates Content Knowledge	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Weather & Sky</i> using appropriate and correct vocabulary <p>T2:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Push, Pull, Go</i> using appropriate and correct vocabulary <p>T3:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Living & Nonliving Things</i> using appropriate and correct vocabulary 	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Weather & Sky</i> and sometimes uses appropriate and correct vocabulary <p>T2:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Push, Pull, Go</i> and sometimes uses appropriate and correct vocabulary <p>T3:</p> <ul style="list-style-type: none"> ● understand, write and discuss key basic concepts of <i>Living & Nonliving Things</i> and sometimes uses appropriate and correct vocabulary 	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> ● attempts to understand, write and discuss key basic concepts of <i>Weather & Sky</i> and sometimes uses appropriate and correct vocabulary with additional help <p>T2:</p> <ul style="list-style-type: none"> ● attempts to understand, write and discuss key basic concepts of <i>Push, Pull, Go</i> and sometimes uses appropriate and correct vocabulary with additional help <p>T3:</p> <ul style="list-style-type: none"> ● attempts to understand, write and discuss key basic concepts of <i>Living & Nonliving Things</i> and sometimes uses appropriate and correct vocabulary with additional help

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Collects/Analysis/ Shares Data	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> forms responses and explanations to reflect a higher level (yet age-appropriate) level of <i>Weather & Sky</i> understanding <p>T2:</p> <ul style="list-style-type: none"> forms responses and explanations to reflect a higher level (yet age-appropriate) level of <i>Push, Pull, Go</i> understanding <p>T3:</p> <ul style="list-style-type: none"> forms responses and explanations to reflect a higher level (yet age-appropriate) level of <i>Living and Nonliving Things</i> understanding 	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <i>Weather & Sky</i> <p>T2:</p> <ul style="list-style-type: none"> forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <i>Push, Pull, Go</i> <p>T3:</p> <ul style="list-style-type: none"> forms responses and explanations that are somewhat limited, but attempts to use new words to show an understanding of <i>Living and Nonliving Things</i> 	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> attempts to form responses and explanations that are limited and has difficulty showing an understanding of <i>Weather & Sky</i> <p>T2:</p> <ul style="list-style-type: none"> attempts to form responses and explanations that are limited and has difficulty showing an understanding of <i>Push</i> <p>T3:</p> <ul style="list-style-type: none"> attempts to form responses and explanations that are limited and has difficulty showing an understanding of <i>Living and Nonliving Things</i>

Standard	(+) Outstanding	Satisfactory	(-) Improvement Needed
Plans and Conducts Investigations	<p>Consistently and independently:</p> <p>T1:</p> <ul style="list-style-type: none"> reflects a high level of interest in questioning and investigative ideas about <i>Weather & Sky</i> <p>T2:</p> <ul style="list-style-type: none"> reflects a high level of interest in questioning and investigative ideas about <i>Push, Pull, Go</i> <p>T3:</p> <ul style="list-style-type: none"> reflects a high level of interest in questioning and investigative ideas about <i>Living and Nonliving Things</i> 	<p>Sometimes and/or inconsistently:</p> <p>T1:</p> <ul style="list-style-type: none"> reflects some interest in questioning and investigative ideas about <i>Weather & Sky</i> <p>T2:</p> <ul style="list-style-type: none"> reflects some interest in questioning and investigative ideas about <i>Push, Pull, Go</i> <p>T3:</p> <ul style="list-style-type: none"> reflects some interest in questioning and investigative ideas about <i>Living and Nonliving Things</i> 	<p>Beginning to/rarely or with support:</p> <p>T1:</p> <ul style="list-style-type: none"> requires additional help and resources in questions and investigative ideas about <i>Weather and Sky</i> <p>T2:</p> <ul style="list-style-type: none"> requires additional help and resources in questions and investigative ideas about <i>Pull, Pull, Go</i> <p>T3:</p> <ul style="list-style-type: none"> requires additional help and resources in questions and investigative ideas about <i>Living and Nonliving Things</i>