

Indicators of Performance Based on End-of-Year Expectations Key		
B	Beginning to Develop the Standard	The student shows basic understanding of concepts/skills and applies them with guidance and support from adults.
P	Progressing Toward the Standard	The student shows increased understanding of concepts/skills and applies them with guidance and support from adults.
A	Approaching the Standard	The student shows near-complete understanding of concepts/skills and applies them with increased accuracy and independence.
M	Meeting the Standard	The student shows thorough understanding of concepts/skills and consistently applies them with accuracy and independence.
E	Exceeding the Standard	The student independently extends concepts/skills and consistently works beyond grade-level standards.
*		Standards not addressed this term.

English Language Arts						
Reading and Literature						
	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Recognizes common types of texts (storybooks, poems, etc.)	Not applicable	Recognizes common types of texts independently	Recognizes common types of texts with a prompt	Recognizes common types of texts with multiple prompts	Is unable to recognize common types of texts without consistent support
3	Defines the role of author and illustrator when listening to stories	Not applicable	Defines the role of author and illustrator independently	Defines the role of author and illustrator with a prompt	Defines the role of the author and illustrator with multiple prompts	Is unable to identify the role of the author and illustrator without consistent support

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Recognizes and generates rhyming words	Independently and consistently recognizes and generates multi-syllabic rhyming words	Independently recognizes and generates rhyming words	Recognizes and generates rhyming words with a prompt or model	Recognizes and generates rhyming words with multiple prompts or models	Is unable to recognize and generate rhyming words without consistent support
2	Recognizes and names lowercase letters	Not applicable	Identifies all lowercase letters independently	Identifies most lowercase letters independently	Identifies some lowercase letters independently	Is unable to identify lowercase letter without consistent support
2	Recognizes and names uppercase letters	Not applicable	Identifies all uppercase letters independently	Identifies most uppercase letters	Identifies some uppercase letters	Is unable to identify uppercase letters without consistent support
2	Recognizes letter-sound matches for consonants	Not applicable	Identifies letter-sound matches for all consonants independently	Identifies letter-sound matches for most consonants independently	Identifies letter-sound matches for some consonants independently	Is unable to identify letter-sound matches for consonants without consistent support
2	Recognizes letter-sound matches for long and short vowels	Not applicable	Identifies letter-sound matches for all long and short vowels independently	Identifies letter-sound matches for most long and short vowels independently	Identifies letter-sound matches for some long and short vowels independently	Is unable to identify letter-sound matches for long and short vowels without consistent support
2	Isolates and pronounces initial sounds of a word.	Independently isolates and pronounces initial sounds including consonant blends	Independently isolates and pronounces initial sounds in one-syllable words	Isolates and pronounces initial sounds in one-syllable words with a prompt or model	Isolates and pronounces initial sounds in one-syllable words with multiple prompts or models	Is unable to isolate and pronounces initial sounds in one-syllable words without consistent support
2	Isolates and pronounces final sounds of a word.	Independently isolates and pronounces final sounds including consonant blends	Independently isolates and pronounces final sounds in one-syllable words	Isolates and pronounces final sounds in one-syllable words with a prompt or model	Isolates and pronounces final sounds in one-syllable words with multiple prompts or models	Is unable to isolate and pronounce final sounds in one-syllable words without consistent support
3	Isolates and pronounces medial sounds of a word	Not applicable	Independently isolates and pronounces medial sounds in one-syllable words	Isolates and pronounces medial sounds in one-syllable words with a prompt or model	Isolates and pronounces medial sounds in one-syllable words with multiple prompts or models	Is unable to isolate and pronounce medial sounds in one-syllable words without consistent support

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Segments CVC words	Independently segments words with 4 or more sounds	Independently segments CVC words	Segments CVC words with a prompt or model	Segments CVC words with multiple prompts or models	Is unable to segment CVC words without consistent support
3	Blends CVC words	Independently blends words with 4 or more sounds	Independently blends CVC words	Blends CVC words with a prompt or model	Blends CVC words with multiple prompts or models	Is unable to blend CVC words without consistent support
2	Counts, blends and segments syllables in spoken words	Not applicable	Independently counts, blends and segments syllables in spoken words	Counts, blends and segments syllables in spoken words with a prompt or model	Counts, blends and segments syllables in spoken words with multiple prompts or models	Is unable to count, blend and segment syllables in spoken words without consistent support
3	Reads common high-frequency words by sight	Reads more than 27 high-frequency words by sight	Reads all common high-frequency words by sight with no errors	Reads common high-frequency words by sight with 1-5 errors	Reads common high-frequency words by sight with 6-12 errors	Reads common high-frequency words by sight with 13 or more errors
2	Demonstrates understanding of organization and basic features of print	Is able to independently demonstrate understanding of more complex features of text (i.e.: bold print, table of contents, tables and charts, etc.)	Is able to independently demonstrate that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence	Is able to demonstrate that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence with a prompt	Is able to demonstrate that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence with multiple prompts	Is unable to demonstrate that we read books from front to back, left-to-right, top to bottom; identifies front cover, back cover, title page and knows the difference between a letter/ word/sentence without consistent support

Writing

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Uses a combination of drawing, dictating and writing to compose informative/explanatory pieces	Independently uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with added detail and elaboration	Independently uses a combination of drawing, dictating and writing to compose informative/explanatory pieces	Uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with some support	Uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with consistent support	Is unable to tell, draw, or write an informative/explanatory piece

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Uses a combination of drawing, dictating and writing to compose an opinion pieces	Independently uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with added detail and elaboration	Independently uses a combination of drawing, dictating and writing to compose informative/explanatory pieces	Uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with some support	Uses a combination of drawing, dictating and writing to compose informative/explanatory pieces with consistent support	Is unable to tell, draw or write an opinion piece
2	Uses a combination of drawing, dictating and writing to narrate a single event/events	Independently uses a combination of drawing, dictating and writing to narrate a single event/events with added detail and elaboration	Independently uses a combination of drawing, dictating and writing to narrate a single event/events	Uses a combination of drawing, dictating and writing to narrate a single event/events with some support	Uses a combination of drawing, dictating and writing to narrate a single event/events with consistent support	Is unable to tell, draw or write a narrative piece
3	Strengthens writing through revision with guidance	Independently revises writing pieces	Revises writing pieces with little guidance	Revises writing pieces with some guidance	Revises writing pieces with consistent guidance	Is unable to revise writing pieces

Speaking and Listening

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Participates in collaborative discussions	Contributes consistently in classroom discussions and can make connections across curriculum.	Contributes regularly in classroom discussions and the answers are related to the topic.	Contributes occasionally in classroom discussions and answers are related to the topic.	Contributes occasionally in classroom discussions and answers are sometimes related to the topic.	Not yet able to or unwilling to contribute to classroom discussions.
2	Expresses thoughts, feelings, ideas clearly	Shares in-depth ideas. Ideas make connections across the curriculum	Regularly shares ideas that are appropriate and related to the topic.	Regularly shares ideas that are appropriate, but not always related to the topic.	Occasionally shares ideas. Ideas are sometimes related to the topic.	Not yet able or unwilling to share ideas.

Language						
	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Prints many upper and lowercase letters	Prints all 52 upper and lowercase letters	Prints most upper and lowercase letters	Prints some upper and lowercase letters	Prints a few upper and lowercase letters	Is unable to print upper and lowercase letters
3	Recognizes and names end punctuation	Not applicable	Recognizes and names end punctuation; question mark, exclamation point and period	Recognizes and names 2 out of 3 end punctuation marks; question mark, exclamation point and period	Recognizes and names 1 out of 3 end punctuation marks; question mark, exclamation point and period	Limited understanding of the concept of punctuation
3	Capitalizes the first word in a sentence and the pronoun I	Writes more complex sentences beginning with a capital and ending with a punctuation mark	Writes simple sentences beginning with a capital and using the pronoun I	Writes simple sentences beginning with a capital and using the pronoun I with a visual model	Writes simple sentences beginning with a capital and using the pronoun I with a visual model and guided support	Not yet writing sentences
2	Writes a letter or letters for most consonant and short-vowel sounds	Independently and consistently writes a letter or letters for all consonant and short vowel sounds including digraphs	Independently writes a letter or letters for consonant and short vowel sounds	Independently writes a letter or letters for most consonant and short vowel sounds	Independently writes a letter or letters for some consonant and short vowel sounds	Is unable to write a letter or letters for consonant and short vowel sounds without consistent support
3	Spells simple words phonetically, drawing on knowledge of letter-sound relationships	Independently and consistently spells more complex words including consonant blends	Independently spells simple words phonetically, drawing on knowledge of letter-sound relationships	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with a prompt or model	Spells simple words phonetically, drawing on knowledge of letter-sound relationships with multiple prompts or models	Is unable to spell simple words without consistent support

Grade Level: Kindergarten – Math

Counting and Cardinality						
	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Counts to 100 by ones starting with 1 or a given number	Independently counts higher than 100 by ones starting with 1 or a given number	Independently counts to 100 by ones starting with 1 or a given number	Counts to 100 by ones starting with 1 or a given number with support with transitional numbers (ie. 30, 40, 50)	Counts to 100 by ones starting with 1 or a given number with support with transitional numbers (ie. 30, 40, 50) or teen number support (ie. 13, 14, 15)	Is unable to count to 100 without consistent support

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Counts to 100 by tens	Independently counts higher than 100 by tens	Independently counts to 100 by tens	Counts to 100 by tens with a prompt	Counts to 100 by tens with multiple prompts	Is unable to count to 100 by tens
2	Write numbers to 20 using the correct motor pattern, spacing, and appropriate size	Writes numbers beyond 20 with the correct motor pattern, spacing and appropriate size	Writes numbers 0-20 with the correct motor pattern, spacing, and appropriate size	Writes most numbers 0-20 with the correct motor pattern, spacing, and appropriate size with a visual model	Writes some numbers 0-20 with the correct motor pattern, spacing, and appropriate size with a visual model	Is unable to write numbers 0-20 with the correct motor pattern, spacing, and appropriate size
2	Counts the number of objects in a group of up to 20, and represents the number of objects with the correct number	Counts the number of objects in a group of more than 20, and represents the amount with the correct number independently	Counts the number of objects in a group up to 20, and represents the amount with the correct number independently	Counts the number of objects in a group up to 20, and represents the amount with the correct number with a prompt or model	Counts the number of objects in a group up to 20, and represents the amount with the correct number with multiple prompts or models	Is unable to count the number of objects in a group up to 20 and represent the amount with the correct number
2	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group	Not applicable	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group independently	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group with a prompt or support	Identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group with multiple prompts or support	Is unable to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group independently
2	Compares two numbers between 1 and 10 written as numerals, and is able to determine which one is greater than or less than the other number	Compares two numbers greater than 10 and is able to determine which is greater or less than independently	Compares two numbers between 1 and 10 and is able to determine which one is greater than or less than independently	Compares two numbers between 1 and 10 and is able to determine which one is greater than or less than with a prompt or model	Compares two numbers between 1 and 10 and is able to determine which one is greater than or less than with multiple prompts or models	Is unable to compare two numbers between one and ten and present as
Operations and Algebraic Thinking						
	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Applies strategies to solve word problems up to 10	Applies strategies to solve word problems greater than 10	Applies strategies to solve word problems up to 10 independently	Applies strategies to solve word problems up to 10 with a prompt or support	Applies strategies to solve word problems up to 10 with multiple prompt or support	Is unable to apply strategies to solve word problems up to 10

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Applies strategies to find the missing number for sums of ten	Applies strategies to find the missing number for sums greater than ten	Applies strategies to find the missing number for sums of ten independently	Applies strategies to find the missing number for sums of ten with a prompt	Applies strategies to find the missing number for sums of ten with multiple prompts	Is unable to apply strategies to find the missing number for sums of ten
3	Fluently adds and subtracts within 5	Fluently adds and subtracts within numbers greater than 5 with mental strategies	Fluently adds and subtracts within 5 with mental strategies	Adds and subtracts within 5 with counting strategy	Adds and subtracts within 5 with support	Is unable to add and subtract within 5

Number and Operations in Base Ten

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
3	Represents numbers 11-19 with a group of ten and a group of remaining one(s)	Represents numbers greater than 19 using objects or drawings to show groups of tens and ones independently	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) independently	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) with a prompt	Represents numbers 11-19 using objects or drawings to show a group of ten and a group of one(s) with multiple prompts	Is unable to represent numbers 11-19 using objects or drawings to show a group of ten and a group of ones

Measurement and Data

	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Uses the terms like taller/shorter, heavier/lighter, more of/less than to describe the measurable attributes of objects	Not applicable	Compares measurable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than	Compares measurable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than with a prompt	Compares measurable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than with multiple prompts	Is unable to compare measurable attributes of objects using the terms taller/shorter, heavier/lighter, more of/less than
3	Sorts and classifies objects into categories, and counts the number of objects in each category	Not applicable	Sorts and classifies objects into categories, and counts the number of objects independently	Sorts and classifies objects into categories, and counts the number of objects with a prompt	Sorts and classifies objects into categories, and counts the number of objects with multiple prompts	Is unable to sort and classify objects into categories, and counts the number of objects

Geometry						
	Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
2	Describes the position of objects using the names of shapes, and describes the relative positions using terms such as above, below, beside, in front of, behind and next to.	Not applicable	Describes objects in the environment using names of shapes and positional terms such as above, below, beside, in front of, behind, and next to independently	Describes objects in the environment using names of shapes or positional terms such as above, below, beside, in front of, behind, and next to with a prompt	Describes objects in the environment using names of shapes or positional terms such as above, below, beside, in front of, behind, and next to with multiple prompts	Is unable to describe objects in the environment using names of shapes or positional terms such as above, below, beside, in front of, behind, and next to with multiple prompts
2	Names two-dimensional and 3-dimensional shapes, and describe similarities or differences	Not applicable	Names all two-dimensional and 3-dimensional shapes, and describe similarities or differences independently	Names most two-dimensional and 3-dimensional shapes, and describe similarities or differences with a prompt	Names few two-dimensional and 3-dimensional shapes, and describe similarities or differences with multiple prompts	Is unable to name two-dimensional and 3-dimensional shapes, and describe similarities or differences

Standards for Mathematical Practice

Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
Makes sense of problems and perseveres in solving them	Independently and consistently identifies a problem, analyzes, tries to solve the problem, monitors progress, and changes course if necessary. Independently and consistently demonstrates an understanding of different approaches to solving complex problems	Consistently identifies a problem, analyzes, tries to solve the problem, monitors progress, and changes course if necessary. Consistently demonstrates an understanding of different approaches to solving complex problems.	Usually identifies a problem, analyzes, tries to solve the problem, monitors progress, and changes course if necessary. Usually demonstrates an understanding of different approaches to solving complex problems.	Occasionally identifies a problem, analyzes, tries to solve the problem, monitors progress, and changes course if necessary. Occasionally demonstrates an understanding of different approaches to solving complex problems.	Rarely identifies a problem, analyzes, tries to solve the problem, monitors progress, and changes course if necessary. Rarely demonstrates an understanding of different approaches to solving complex problems.

Standard	Exceeding	Meeting	Approaching	Progressing	Beginning
Reasons and explains using appropriate words, illustrations, tools, and models	<p>Independently and consistently identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc.</p> <p>Independently and consistently interprets results in the context of the situation and reflects on whether the results make sense.</p> <p>Independently and consistently gives carefully formulated explanations to each other.</p>	<p>Consistently identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. Consistently interprets results in the context of the situation and reflects on whether the results make sense.</p> <p>Consistently gives carefully formulated explanations to each other.</p>	<p>Usually identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. Usually interprets results in the context of the situation and reflects on whether the results make sense.</p> <p>Usually gives carefully formulated explanations to each other.</p>	<p>Occasionally identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc.</p> <p>Occasionally interprets results in the context of the situation and reflects on whether the results make sense.</p> <p>Occasionally gives carefully formulated explanations to each other.</p>	<p>Rarely identifies and uses appropriate words, models, and tools such as a pencil and paper, diagrams, graphs, concrete models, rulers, calculators, etc. Rarely interprets results in the context of the situation and reflects on whether the results make sense.</p> <p>Rarely gives carefully formulated explanations to each other.</p>
Attends to precision	<p>Independently and consistently communicates precisely using symbols and units appropriately.</p>	<p>Consistently communicates precisely using symbols and units appropriately.</p>	<p>Usually communicates precisely using symbols and units appropriately.</p>	<p>Occasionally communicates precisely using symbols and units appropriately.</p>	<p>Rarely communicates precisely using symbols and units appropriately.</p>