Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Teacher Rubric

Information obtained from [https://gkids.tsars.uga.edu/start](https://sn2prd0710.outlook.com/owa/redir.aspx?C=ctpMry-dBkq0vyxNqrQwkt6DtXXqAM8IvyN4rDOH4o88URgtLZWVqnwAMHwx5rFJSqou388OrVo.&URL=https%3a%2f%2fgkids.tsars.uga.edu%2fstart)

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| **Language Arts** |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Story reading skills |
| **ELACCKRL123**Answer questions about a text, retell familiar stories | The student does not ask and answer questions about key details in a text or retell familiar stories. |  | With prompting and support, the student begins to ask and answer questions about key details in a text or retell familiar stories. | With prompting and support, the student consistently asks and answers questions about key details in a text, retells familiar stories with key details, and identifies characters, settings, and major events in a story. | The student consistently asks and answers questions about key details in a text, retells familiar stories, and identifies characters, settings, and major events in a story without teacher support and prompting. |
| **Standard:** Questions about words in text |
| **ELACCKRL4**Ask and answer questions about words in a text | The student does not ask or answer questions about unknown words in a text. |  | The student begins to ask and answer some questions about unknown words in a text. | The student consistently asks and answers questions about unknown words in a text. |  |
| **Standard:** Common types of literary texts |
| **ELACCKRL5**Recognize common types of texts  | The student does not recognize types of text. |  | The student begins to recognize common types of texts.  | The student consistently recognizes common types of texts. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Authors and illustrations in stories |
| **ELACCKRL67**Describe the role of the author and illustrations in a text  | The student does not name the author and illustrator of a story or define their roles. |  With prompting and support, the student names the author and illustrator of a story, but does not define their roles or describe the relationship between illustrations and the story in which they appear. | With prompting and support, the student names the author and illustrator of a story and defines the roles of each. | With prompting and support, the student consistently names the author and illustrator of a story, defines the role of each in telling the story, and describes the relationship between illustrations and the story in which they appear. |  |
| **Standard:** Compare and contrast characters |
| **ELACCKRL9**Compare and contrast experience of characters in stories  | The student does not compare and contrast the adventures and experiences of characters in familiar stories. |  | The student compares (but does not contrast) the adventures and experiences of characters in familiar stories. | With prompting and support, the student consistently compares and contrasts the adventures and experiences of characters in familiar stories. |  |
| **Standard:** Group reading activities |
| **ELACCKRL10**Actively engage in group reading activities  | The student does not engage in group reading activities. |  | The student begins to engage in group reading activities. | The student actively engages in group reading activities with purpose and understanding. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Answer questions about informational texts |
| **ELACCKRI123**Answer questions about and describe informational texts | The student does not ask or answer questions about key details in a text, identify the main topic, or retell details of a text. |  | With prompting and support, the student asks and answers questions about key details in a text, and identifies the main topic OR retells details of a text. | With prompting and support, the student consistently asks and answers questions about key details in a text, identifies the main topic, retells key details of a text, and describes the connection between two individuals, events, ideas, or pieces of inform |  |
| **Standard:** Parts of a book |
| **ELACCKRI5**Identify front cover, back cover, and title page  | The student does not identify the front cover, back cover, or title page of a book. |  | The student identifies the front cover, back cover, OR title page of a book. | The student consistently identifies the front cover, back cover, and title page of a book. |  |
| **Standard:** Identify author's supporting reasons |
| **ELACCKRI8**Identify the reasons an author gives to support points  | The student does not identify reasons an author gives to support points in a text. |  | With prompting and support, the student identifies one reason an author gives to support points in a text. | With prompting and support, the student consistently identifies the reasons an author gives to support points in a text. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Compare informational texts |
| **ELACCKRI9**Identify similarities and differences in two texts  | The student does not identify basic similarities in and differences between two texts on the same topic. |  | With prompting and support, the student identifies at least one similarity in OR difference between two texts on the same topic. | With prompting and support, the student consistently identifies basic similarities in AND differences between two texts on the same topic. |  |
| **Standard:** Organization and basic features of print |
| **ELACCKRF1**(a)Follow words left-right, top-bottom, page-by-page | The student does not track text from left to right or top to bottom. |  | The student tracks text from left to right OR top to bottom, but not both. | The student consistently demonstrates tracking text from left to right, top to bottom , and page-by-page (e.g., by pointing, touching each word, sweeping hand across and down the page, or turning to the next page). |  |
| **ELACCKRF1**(b,c)Spoken words are represented by sequences of letters  | The student does not recognize that spoken words are represented in written language by letters or understand that words are separated by spaces in print. |  | The student recognizes that spoken words are represented in written language by letters but may not understand that words are separated by spaces in print. | The student consistently recognizes that spoken words are represented in written language by specific sequences of letters AND understands that words are separated by spaces in print. |  |
| **ELACCKRF1**(d)Recognize and name upper- and lower-case letters  | The student does not recognize and name any letters. | The student recognizes or names 1 to 35 upper or lower case letters. | The student recognizes and names 36 to 51 upper or lower case letters. | The student consistently recognizes and names all 52 upper and lower case letters. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Spoken words, syllables, and sounds |
| **ELACCKRF2**(a)Recognize and produce rhyming words.  | The student does not recognize or produce rhyming words in response to an oral prompt. |  | The student recognizes some rhyming words OR produces some rhyming words in response to oral prompts. | The student consistently recognizes rhyming words AND produces rhyming words in response to an oral prompt. |  |
| **ELACCKRF2**(b)Count, pronounce, blend, and segment syllables  | The student does not count, pronounce, blend, or segment syllables in spoken words. |  | The student counts, blends or segments some syllables in spoken words. | The student consistently counts, pronounces, blends, and segments syllables in spoken words. |  |
| **ELACCKRF2**(c)Blend and segment onsets and rhymes  | The student does not blend and segment onsets and rimes of single-syllable spoken words. |  | The student produces individual sounds but does not blend the sounds together to read the one-syllable words. | The student consistently blends and segments onsets and rimes of single-syllable spoken words. |  |
| **ELACCKRF2**(d)Pronounce initial, medial vowel, and final sounds  | The student does not identify sounds in spoken words. | The student identifies some initial sounds in spoken words. | The student identifies initial and ending sounds in spoken words. | The student consistently pronounces beginning, medial, and final phonemes in three-phoneme words. |  |
| **ELACCKRF2**(e)Add/substitute individual sounds to make new words | The student does not add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. |  | The student begins to add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | The student consistently adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Phonics and word analysis |
| **ELACCKRF3**(a,b)Produce sounds for consonants and vowels | The student does not produce correct sounds for consonants or vowels. | The student produces sounds for some consonants or vowels. | The student produces at least one sound for most consonants and vowels. | The student consistently produces the most frequent sounds for each consonant AND the long and short sounds for the five major vowels. | The student consistently produces all consonant and vowel sounds (including the hard and soft sounds of 'c' and 'g' and the various sounds of 'y'). |
| **ELACCKRF3**(c)Read common high-frequency words by sight  | The student does not read common high-frequency words by sight. |  | The student begins to read some common high-frequency words by sight. | The student consistently reads common high-frequency words by sight. |  |
| **ELACCKRF3**(d)Distinguish between similarly spelled words | The student does not distinguish between similarly spelled words by identifying the sounds of the letters that differ. |  | The student begins to distinguish between some similarly spelled words by identifying the sounds of the letters that differ. | The student consistently distinguishes between similarly spelled words by identifying the sounds of the letters that differ. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Emergent-reader texts |
| **ELACCKRF4**Read emergent-reader texts with understanding  | The student does not read emergent-reader texts with purpose and understanding. |  | The student begins to read emergent-reader texts with purpose and understanding. | The student consistently reads emergent-reader texts with purpose and understanding. |  |
| **Standard:** Opinion pieces |
| **ELACCKRW1**Draw, dictate, and write to compose opinion pieces | The student does not use drawing, dictating, or writing to compose opinion pieces. | The student describes a drawing but does not state an opinion or preference. | The student uses drawing and/or dictating to compose opinion pieces, naming the topic of the 'book' and stating an opinion or preference about the topic or book. | The student consistently uses a combination of drawing, dictating, and writing to compose opinion pieces, naming the topic of the 'book' and stating an opinion or preference about the topic or book. |  |
| **Standard:** Informative texts |
| **ELACCKRW2**Draw, dictate, and write to compose informative texts | The student does not use drawing, dictating, or writing to compose informative/explanatory texts. |  | The student uses drawing and/or dictating to compose informative/explanatory texts. | The student consistently uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which some information about the topic is given. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Narratives |
| **ELACCKRW3**Draw, dictate, and write to narrate an event  | The student does not use drawing, dictating, or writing to narrate a single event or several loosely linked events. |  | The student uses drawing and/or dictating to narrate a single event or several loosely linked events. | The student consistently uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened. |  |
| **Standard:** Responds to suggestions from peers |
| **ELACCKRW5**Respond to suggestions from peers to improve writing  | The student does not respond to questions or suggestions from peers. |  | With guidance and support from adults, the student responds to some questions from peers. | With guidance and support from adults, the student consistently responds to questions and suggestions from peers and adds details to strengthen writing as needed. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Digital tools |
| **ELACCKRW6**Explores digital tools to produce and publish writing | The student does not explore a variety of digital tools to produce and publish writing. |  | With guidance and support from adults, the student begins to explore digital tools to produce and publish writing. | With guidance and support from adults, the student explores a variety of digital tools to produce and publish writing in collaboration with peers. |  |
| **Standard:** Shared research and writing projects |
| **ELACCKRW78**Participate in shared research and writing projects  | The student does not participate in shared research and writing projects and does not recall or gather information to answer a question. |  | The student participates in shared research and writing projects, but does not recall or gather information to answer a question. | The student consistently participates in shared research and writing projects, recalls information from experiences, and gathers information from provided sources to answer a question. |  |
| **Standard:** Participate in collaborative conversations |
| **ELACCKSL1,6** (a) Listens to & speaks appropriately with peers & adults | The student does not follow agreed-upon rules for discussions or continue a conversation through multiple exchanges. |  | The student begins to follow agreed-upon rules for discussions AND begins to continue a conversation through multiple exchanges. | The student consistently follows agreed-upon rules for discussions AND continues a conversation through multiple exchanges. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Information presented orally |
| **ELACCKSL2,3**Ask/answer questions about information presented orally  | The student does not ask or answer questions to confirm understanding of information or to seek help. |  | The student begins to ask or answer questions to confirm understanding of information or to seek help. | The student consistently confirms understanding of orally-presented information by asking and answering questions to clarify something that is not understood or to seek help. |  |
| **Standard:** Describe people, places, things, and events |
| **ELACCKSL4**Describe familiar people, places, things, and events | The student does not describe familiar people, places, things, and events. |  | The student describes familiar people, places, things, and events, but does not provide additional detail upon prompting. | The student consistently describes familiar people, places, things, and events, and can provide additional detail. |  |
| **Standard:** Grammar and usage |
| **ELACCKL1**(a)Print many upper- and lowercase letters  | The student does not print any upper- and lowercase letters. |  | The student prints some upper- and lowercase letters, but they are limited to letters in the student’s name. | The student consistently prints many upper- and lowercase letters. | The student consistently prints all upper- and lowercase letters. |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **ELACCKL1**(b,c)Use frequently occurring nouns/verbs; form plurals  | The student does not use frequently occurring nouns and verbs or form regular plural nouns orally by adding /s/ or /es/ when speaking. |  | The student uses frequently occurring nouns and verbs but does not form regular plural nouns orally by adding /s/ or /es/ when speaking. | The student consistently and correctly uses frequently occurring nouns and verbs, and forms regular plural nouns orally by adding /s/ or /es/ when speaking or writing. |  |
| **ELACCKL1**(d)Understand and use question words  | The student does not use question words (interrogatives). |  | The student begins to use question words (interrogatives). | The student correctly uses question words (interrogatives). |  |
| **ELACCKL1**(e)Use the most frequently occurring prepositions | The student does not correctly use the most frequently occurring prepositions. |  | The student begins to correctly use some frequently occurring prepositions. | The student correctly uses the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). |  |
| **ELACCKL1**(f)Produce and expand complete sentences  | The student does not produce and expand complete sentences in shared language activities. |  | The student begins to produce complete sentences in shared language activities but may not yet expand on complete sentences. | The student consistently produces and expands complete sentences in shared language activities. |  |
| **Standard:** Capitalization, punctuation, and spelling |
| **ELACCKL2**(a,b)Capitalize words and name end punctuation  | The student does not capitalize the first word in a sentence or the pronoun I, or recognize and name end punctuation. |  | The student begins to capitalize the first word in a sentence and the pronoun I, and recognize and name end punctuation. | The student consistently capitalizes the first word in a sentence and the pronoun I, and recognizes and names end punctuation. |  |
| **ELACCKL2**(c,d)Spell phonetically; letters for consonant/vowel sounds  | The student does not write letter(s) for consonant and short-vowel sounds (phonemes) or attempt to spell simple words phonetically. |  | The student writes letter(s) for some consonant and short-vowel sounds (phonemes), and attempts to spell some simple words phonetically. | The student consistently writes letter(s) for most consonant and short-vowel sounds (phonemes), and spells simple words phonetically. | The student uses conventional spelling for simple words. |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Meaning of words and phrases |
| **ELACCKL4** (a)Identify new meanings for familiar words  | The student does not identify new meanings for familiar words. |  | The student begins to identify new meanings for some familiar words, but does not apply them accurately. | The student consistently identifies new meanings for familiar words and applies them accurately (e.g., knowing duck as a bird and learning the verb to duck). |  |
| **ELACCKL4** (b)Use inflections and affixes as a clue to meaning of a word  | The student does not use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to understand the meaning of an unknown word. |  | The student attempts to use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word, but does not consistently understand the meaning. | The student consistently uses the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) to understand the meaning of an unknown word. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Word relationships and word meanings |
| **ELACCKL5**(a)Sort common objects into categories  | The student does not sort some common objects into categories (e.g., shapes, foods). |  | The student sorts some common objects into categories (e.g., shapes, foods), but does not place all objects in the proper category. | The student consistently sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. |  |
| **ELACCKL5**(b)Relate verbs and adjectives to their opposites | The student does not relate frequently occurring verbs and adjectives to their opposites (antonyms). |  | The student relates some frequently occurring verbs and adjectives to their opposites (antonyms), but cannot relate some words to their opposites. | The student consistently demonstrates an understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). |  |
| **ELACCKL5**(c)Identify connections between words and their use  | The student does not identify real-life connections between words and their use (e.g., note places at school that are colorful). |  | The student identifies real-life connections between some words and their use (e.g., note places at school that are colorful) but not consistently. | The student consistently identifies real-life connections between words and their use (e.g., note places at school that are colorful). |  |

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| Mathematics |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Count to 100 by ones and by tens |
| **MCCKCC1**Count to 100 by ones and by tens | The student counts to less than 50 by ones or tens, does not count in sequence, or does not count. | The student counts to 50 by ones or tens or attempts to counts to 100, skipping numbers along the way. | The student counts to 50 by ones and by tens or counts to 100 by tens. | The student consistently counts to 100 by ones and by tens. | The student consistently counts to more than 100 by ones and by tens. |
| **Standard:** Count forward from a given number |
| **MCCKCC2**Count forward beginning from a given number | The student does not count in sequence. |  | The student counts forward from a given number less than 10. | The student consistently counts forward beginning from a given number within the known sequence. |  |
| **Standard:** Write numbers from 0 to 20 |
| **MCCKCC3**Represent a number of objects with a written numeral 0-20 | The student does not write numbers, writes numbers out of sequence, or does not write numerals to represent objects. |  | The student writes numerals in sequence from 0 to 10 or represents a number of objects with a written numeral between 0 and 10. | The student consistently writes numbers from 0 to 20 and correctly represents a number of objects with a written numeral between 0 and 20. | The student consistently writes numerals in sequence from 0 to 20 and correctly represents a number of objects with a written numeral between 0 and 20. |
| **Standard:** Relationship between numbers and quantities |
| **MCCKCC4**(a)Say the number names in the standard order | When counting objects, the student does not say the number names in the standard order, and does not pair each object with one and only one number name and each number name with one and only one object. |  | When counting objects, the student says the number in the standard order sometimes but does not consistently pair each number with one and only one object. | When counting objects, the student consistently says the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. |  |
| **MCCKCC4**(b)Last number name said tells the number of objects | The student does not recognize that the last number name said is the same as the number of objects counted. |  | The student begins to recognize that the last number name said is the same as the number of objects counted. | The student correctly recognizes that the last number name said is the same as the number of objects counted, regardless of the arrangement or the order in which they were counted. |  |
| **MCCKCC4**(c)Each number name refers to a quantity that is one larger | The student does not name a quantity that is one larger than a given value. |  | The student names a quantity that is one larger for some given values but not consistently. | The student correctly and consistently names a quantity (0 to 9) that is one larger than a given value. | The student correctly and consistently names a quantity (0 to 9) that is one larger and one smaller than a given value. |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Count to answer "how many" questions |
| **MCCKCC5**Answer "how many?" questions (up to 20 objects) | The student does not correctly answer 'how many?' questions about objects that are arranged in a line, a rectangular array, or a circle. |  | The student correctly counts to answer 'how many?' questions about up to 10 objects when the objects are arranged in a line, a rectangular array, or a circle. | The student correctly counts to answer 'how many?' questions about up to 20 objects, whether the objects are arranged in a line, a rectangular array, a circle, or up to 10 objects in a scattered configuration. | The student correctly counts to answer 'how many?' questions about up to 20 objects, whether the objects are arranged in a line, a rectangular array, a circle, or in a scattered configuration. |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Greater than, less than, equal to |
| **MCCKCC6**Whether a group is greater than/less than/equal to another | The student does not identify whether a group of objects is greater than, less than, or equal to another group of objects. |  | By using matching and counting strategies, the student begins 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. | By using matching and counting strategies, the student consistently identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. |  |
| **Standard:** Compare two written numerals between 1-10 |
| **MCCKCC7**Compare two written numerals between 1 and 10 | The student does not correctly compare two numbers between 1 and 10 presented as written numerals. |  | The student correctly compares two numbers between 1 and 5 presented as written numerals. | The student correctly and consistently compares two numbers between 1 and 10 presented as written numerals. | The student correctly and consistently compares two numbers between 1 and 20 presented as written numerals. |
| **Standard:** Represent addition and subtraction |
| **MCCKOA1**Represent addition and subtraction with objects  | The student does not represent addition and subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations. |  | The student represents addition OR subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations. | The student correctly and consistently represents addition AND subtraction using objects, fingers, drawings, sounds, acting out, verbal explanations, expressions, or equations. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Solve addition and subtraction word problems |
| **MCCKOA2**Solve addition and subtraction word problems  | The student does not use objects or drawings to solve addition and subtraction word problems correctly. |  | The students begins to use objects or drawings to solve word problems involving adding and subtracting within 10. | The student correctly and consistently solves addition and subtraction word problems, involving adding and subtracting within 10, by using objects or drawings to represent a problem. |  |
| **Standard:** Decompose numbers less than or equal to 10 |
| **MCCKOA3**Decompose numbers less than or equal to 10 into pairs  | The student does not decompose numbers less than or equal to 10 into a pair and record each decomposition by a drawing or equation. |  | The student correctly decomposes numbers less than or equal to 5 into pairs and records each decomposition by a drawing or equation. | The student correctly and consistently decomposes numbers less than or equal to 10 into pairs in more than one way by using objects or drawings, and records each decomposition by a drawing or equation. |  |
| **Standard:** Find the number that makes 10 when added |
| **MCCKOA4**For any number 1-9, find the number that makes 10 | For numbers from 1 to 9, the student does not find the number that makes 10 when added to the given number. |  | The student begins to find the number that makes 10 when added to the given number, and begins to record the answer with a drawing or an equation. | For any number from 1 to 9, the student consistently finds the number that makes 10 when added to the given number by using objects or drawings AND records the answer with a drawing or an equation. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Fluently add and subtract within 5 |
| **MCCKOA5**Fluently add and subtract within 5  | The student does not add or subtract numbers within 5 (i.e., Two numbers between 1-5, when added or subtracted, present the sum or difference of 5 or less). |  | The student begins to add and subtract numbers to make the sum or difference of 1-5. | The student consistently and correctly adds and subtracts numbers to make the sum or difference of 1-5. | The student consistently and correctly adds and subtracts numbers to make the sum or difference of 1-10. |
| **Standard:** Compose and decompose numbers from 11-19 |
| **MCCKNBT1**Compose and decompose numbers from 11 to 19 | The student does not use objects or drawings to compose and decompose numbers from 11 to 19 and record each procedure by a drawing or equation. |  | By using objects or drawings, the student begins to compose and decompose numbers from 11 to 19 and begins to record each composition or decomposition by a drawing or equation. | By using objects or drawings, the student can correctly and consistently compose and decompose numbers from 11 to 19 and record each composition or decomposition by a drawing or equation. | By using objects or drawings, the student can correctly and consistently compose and decompose numbers from 11 to 29 and record each composition or decomposition by a drawing or equation. |
| **Standard:** Describe measurable attributes of objects |
| **MCCKMD1**Describe measurable attributes of objects  | The student does not describe measurable attributes (such as length or weight) of a single object. |  | The student correctly describes one measurable attribute (such as length or weight) of a single object. | The student correctly and consistently describes several measurable attributes (such as length or weight) of a single object. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Compare two objects |
| **MCCKMD2**Compare 2 objects with a measurable attribute in common  | The student does not compare a common attribute between two objects or describe the difference. |  | The student begins to correctly compare the difference in a common attribute between two objects. | The student correctly and consistently compares two objects with a measurable attribute in common, to see which object has 'more of'/'less of' the attribute AND the student describes the difference. |  |
| **Standard:** Classify, count, and sort objects |
| **MCCKMD3**Classify and count objects, sort categories by count  | Student does not classify objects into given categories, count the numbers of objects in each category, or sort the categories by count. |  | Student classifies objects into given categories but does not count the objects in each category or sort the categories by count. | Student correctly and consistently classifies objects into given categories, counts the numbers of objects in each category, and sorts the categories by count (e.g., category with most objects to category with least objects). |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Describe objects using shapes names/positions |
| **MCCKG1**Describe objects using shape names and describe position  | The student does not describe objects using the names of shapes or describe their relative positions. |  | The student correctly describes objects using the names of shapes and begins to describe their relative positions. | The student correctly and consistently describes objects using the names of shapes AND correctly describes their relative positions. |  |
| **Standard:** Correctly name shapes |
| **MCCKG2**Correctly name shapes  | The student does not correctly name shapes. |  | The student begins to correctly name shapes. | The student correctly and consistently names shapes (square, circle, triangle, rectangle, hexagon, cube, cone, cylinder, sphere) regardless of their orientations or overall size. |  |
| **Standard:** Identify shapes as 2-D and 3-D shapes |
| **MCCKG3**Identify shapes as 2-D (flat) or 3-D (solid)  | The student does not identify shapes as flat (two-dimensional) or solid (three-dimensional). |  | The student correctly and consistently identifies shapes as flat (two-dimensional) or solid (three-dimensional). |  |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** Analyze and compare 2-D and 3-D shapes |
| **MCCKG4**Analyze and compare 2-D and 3-D shapes | The student does not correctly analyze or compare two- and three-dimensional shapes. |  | The student begins to analyze and compare two- and three-dimensional shapes. | The student correctly and consistently analyzes and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. |  |
| **Standard:** Model shapes in the world |
| **MCCKG5**Model shapes by building from components or drawing | The student does not model shapes in the world by building shapes from components or drawing shapes. |  | The student begins to model shapes in the world by building shapes from components or drawing shapes. | The student correctly and consistently models shapes in the world by building shapes from components (e.g., sticks and clay balls) AND drawing shapes. |  |
| **Standard:** Compose simple shapes to form larger shapes |
| **MCCKG5**Compose simple shapes to form larger shapes | The student does not compose simple shapes to form larger shapes. |  | The student correctly and consistently composes simple shapes to form larger shapes. |  |  |

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| **Social Studies** |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will identify the purpose of national holidays and describe the people or events celebrated. |
| **SSKH1**(a)Identify the purpose of national holidays and describe the people or events celebrated. | Student does not identify the purpose or describe the people and events associated with national holidays. |  | Student identifies the purpose of previously taught national holidays OR describes people and events celebrated. | Student identifies the purpose of previously taught national holidays AND describes the people and events celebrated. |  |
| **Standard:** The student will identify important American symbols and explain their meanings. |
| **SSKH2**(a)Identify important American symbols and explain their meanings.  | Student does not identify American symbols. |  | Student identifies previously taught American symbols but does not explain their meaning. | Student identifies previously taught American symbols and explains their meanings. |  |
| **Standard:** The student will correctly use words and phrases related to chronology and time to explain how things change. |
| **SSKH3**(a)Words such as: now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, first, last, next, day, week, month, year, past, present, future  | Student does not use words and phrases related to chronology and time. |  | Student correctly uses some words and phrases related to chronology and time. | Student correctly uses all the words and phrases related to chronology and time. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will describe American culture by explaining diverse community and family celebrations and customs. |
| **SSKG1**(a)Describe American culture by explaining diverse community and family celebrations and customs.  | Student does not share details about a family custom or celebration or a community celebration or custom. |  |  | Student describes a family celebration or custom and community celebrations and customs. |  |
| **Standard:** The student will explain that a map is a drawing of a place and a globe is a model of the Earth. |
| **SSKG2**(a,b,c)Features of maps and globes: (1) land and water, (2) view from above, (3) features in a smaller scale  | Student does not recognize a map as a drawing of a place or a globe as a model of the Earth. | Student explains one of the features of maps/globes included in this standard. | Student explains two of the features of maps/globes included in this standards | Student explains all features of maps/globes included in this standard |  |
| **Standard:** The student will state the street address, city, county, state, nation, and continent in which he or she lives. |
| **SSKG3**(a)State the street address, city, county, state, nation, and continent in which he or she lives.  | Student states 0 of the following | Student states 1-2 of the following | Student states 3-5 of the following | Student states the street address, city, county, state, nation, and continent in which he/she lives. |  |
| **Standard:** The student will demonstrate an understanding of good citizenship. |
| **SSKCG1**(a,b)How rules are made and why they should be followed.  | Student does not explain how/why rules are made and why they should be followed. |  |  | Student explains how rules are made and why rules should be followed. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. |
| **SSKCG2**(a)Retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. | The student does not retell stories or explain how the people in the stories illustrate positive character traits. |  | The student retells stories that illustrate positive character traits, but the student does not explain how the people in the story show those traits. | The student retells stories that illustrate positive character traits and explains how the people in the story show those traits. |  |
| **Standard:** The student will describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher). |
| **SSKE1**(a)Describe the work that people do (police officer, fire fighter, soldier, mail carrier, baker, farmer, doctor, and teacher).  | Student does not identify common jobs in the community. |  | Student names community helpers but does not describe the work they do. | Student identifies a variety of common jobs in the community and describes the work that people do. |  |
| **Standard:** The student will explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries. |
| **SSKE2**(a)Explain that people earn income by exchanging their human resources (physical or mental work) for wages or salaries.  | The student does not explain how people earn money in exchange for their work. |  |  | The student explains how people earn money in exchange for their work. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will explain how money is used to purchase goods and services. |
| **SSKE3**(a)Distinguish goods from services. | The student does not distinguish goods from services. |  |  | The student distinguishes goods from services with an explanation or example. |  |
| **SSKE3**(b)Identify various forms of U.S. money (coins, currency)  | The student does not identify any U.S. coins or currency. |  |  | The student identifies U.S. coins and dollar bills (paper money) as currency. |  |
| **Standard:** The student will explain that people must make choices because they cannot have everything they want. |
| **SSKE4**(a)Explain that people must make choices because they cannot have everything they want.  | Student does not distinguish between wants and needs. |  |  | Student explains why people must make choices about what they want by telling a story or giving an example. |  |

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| **Science** |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will describe time patterns (such as day to night and night to day) and objects (such as sun, moon, stars) in the day and night sky. |
| **SKE1**(a)Describe the sky as it changes from day to night and night to day  | Student does not describe changes in the day or night sky. |  | Student describes changes from day to night, but not as day turns into night (sunset) or night into day (sunrise). | Student describes changes from day to night and as day turns into night (sunset) and night into day (sunrise). |  |
| **SKE1**(b)Classify objects according to day or night sky.  | Student does not classify objects according to those seen in the day sky and those seen in the night sky. |  |  | Student classifies objects according to those seen in the day sky and those seen in the night sky. |  |
| **SKE1**(c)Sun applies heat and light to Earth.  | Student does not recognize any characteristics of the sun. |  | Student recognizes that sun the supplies light OR heat to the earth but not both. | Student recognizes that the sun supplies light AND heat to the earth. |  |
| **Standard:** The student will describe the physical attributes of rocks and soils. |
| **SKE2**(a)Group rocks by physical attributes. (large/small, heavy/ light, smooth/rough, dark/light, etc).  | Student does not describe or group rocks according to their physical attributes. |  | Student describes rocks but does not accurately group rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc). | Student describes and groups rocks according to their physical attributes (large/small, heavy/light, smooth/rough, dark/light, etc). |  |
| **SKE2**(b)Observe soils by physical attributes. | Student does not describe physical attributes of soil such as smell, texture, color, particle/grain size. |  |  | Student describes physical attributes of soil such as smell, texture, color, particle/grain size. |  |
| **SKE2** (c) Recognize earth materials (soil, rocks, water, air)  | Student does not recognize earth materials |  | Student recognizes some earth materials (e.g.,rocks, water) but misidentifies other earth materials. | Student recognizes earth materials (soil, rocks, water, air, etc). |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will describe objects in terms of the materials they are made of and their physical properties. |
| **SKP1**(a)Compare and sort materials of different composition. | Student does not compare or sort materials based on composition. |  |  | Student compares and sorts materials based on composition. |  |
| **SKP1**(b)Classify common materials by physical attributes.  | Student does not classify common objects according to their attributes. |  |  | Student consistently classifies common objects according to their physical attributes. |  |
| **Standard:** The student will investigate different types of motion. |
| **SKP2**(a)Sort object according to their motion.  | Student does not sort objects according to their motion. |  |  | Student sorts some objects according their motion but incorrectly categorizes other objects. |  |
| **SKP2**(b)Push, pull, roll objects and describe motion.  | Student does not describe the motion of common objects when they are pushed, pulled, and rolled. |  |  | Student describes the motion of common objects when they are pushed, pulled, and rolled. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will observe and communicate effects of gravity on objects. |
| **SKP3**(a,b)Some things in the sky return to earth, some do not.  | Student does not recognize that some things in the sky return to earth while others remain in the sky. |  |  | Student recognizes that some things in the sky return to earth while others remain in the sky. |  |
| **SKP3**(c)Book falls when dropped, not when placed on a table.  | Student does not communicate the effects of gravity. |  | Student explains why the book does not fall if it is placed on the table but not why the book will fall to the ground if dropped. | Student explains why the book does not fall if it is placed on the table AND why it will fall if it is dropped. (e.g., The book stopped at the table because it broke its fall. The book hit the table first. The table stopped it. The table is holding it up |  |
| **Standard:** The student will sort living organisms and non-living materials into groups by observable physical attributes. |
| **SKL1**(a)Difference between living and non-living things.  | Student does not recognize the difference between living organisms and non-living materials. (e.g., may think that all moving things are living). |  | Student can differentiate between some living organisms and non-living materials but not others. | Student recognizes the difference between living organisms and non-living materials. | Student recognizes the difference between living and non-living things and explains how he/she knows something is living or non-living. |
| **SKL1**(b)Group animals according to observable features  | Student does not group animals by observable features. |  | Student groups animals according to one observable feature (e.g., size). | Student groups animals according to observable features. | Student groups animals according to more than two observable features. |
| **SKL1**(c)Group plants according to observable features  | Student does not group plants according to any observable feature. |  | Students groups plants according to one observable feature. | Students groups plants according to two or more observable features. |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **Standard:** The student will compare the similarities and differences in groups of organisms. |
| **SKL2**(a)Explain similarities and differences in animals.  | Student does not explain (verbalize, draw, or write) similarities and differences in animals. |  | Student explains one similarity or one difference in animals. | Student explains two or more similarities AND differences in animals. |  |
| **SKL2**(b)Explain the similarities and differences in plants (colors, size, appearance, etc.).  | Student does not explain (verbalize, draw, or write) similarities and differences in plants. |  | Student explains one similarity or difference in plants. | Student explains two or more similarities AND differences in plants. |  |
| **SKL2**(c)Similarities and differences of parent and baby. | Student does not recognize similarities and differences between a parent and baby. |  | Student recognizes similarities OR differences between a parent and baby but not both. | Student recognizes two or more similarities AND differences between a parent and a baby (human or animal). |  |
| **Skill/Element** | **Not Demonstrated** | **Emergent** | **Progressing** | **Meets** | **Exceeds** |
| **SKL2**(d)Match pictures of animal parents to offspring; explain.  | Student does not match pictures of animal parents to pictures of their offspring. |  | Student matches pictures of parents and offspring but does not provide an explanation. | Student matches pictures of parents and offspring and explains his/her reasoning. |  |
| **SKL2** (e)You are similar to and different from other students.  | Student does not identify similarities and differences between students in the class. |  | Student identifies differences OR similarities but not both. | Student identifies two or more similarities AND differences from other students. |  |