| | | READING | |
|-----------|---|---|--|
| | | Questioning, Inference, and Interpretation | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | • ask and answer questions about key details in a grade-appropriate text (RL.K.1; RI.K.1) | | The student will respond to question prompts after listening to a teacher-read literary or informational text (e.g., Why did?; What did?; How can?) |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | • answer, ask, detail, question, text | | The students will listen to a teacher-read |
| | The student will perform basic processes, such as: | | literary or informational text, then participate in a teacher-directed conversation with a |
| | answer teacher-provided questions about key details in a grade-appropriate text | | partner to answer questions related to the text. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with help, no success | | |

| | | READING | |
|-----------|---|---|--|
| | | Themes and Central Ideas | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | retell grade-appropriate familiar stories, including key details (RL.K.2) identify the central idea and key details of a grade-appropriate text (RI.K.2) retell key details of a grade-appropriate text (RI.K.2) | | The student will draw a specified number of pictures to retell a familiar story, then use the drawings to retell the story to a partner. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | e 2.0 The student will recognize or recall specific vocabulary, such as: central idea, detail, retell, story, text The student will perform basic processes, such as: retell grade-appropriate familiar stories using cues (e.g., pictures from the story) recognize the central idea of a grade-appropriate text | | Sample Activities: After listening to a grade-appropriate text, the student will determine the topic of the text from a list of topics provided by the teacher. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | READING | | | | |
|-----------|---|--|--|--|--|
| | | Story Elements | | | |
| | | Kindergarten | | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | |
| Score 3.0 | The student • describe cha | will: aracters, settings, and major events in a grade-appropriate story (RL.K.3) | Sample Activities: After listening to a grade-appropriate story, students will work in pairs to identify | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | |
| Score 2.0 | 2.0 The student will recognize or recall specific vocabulary, such as: character, event, setting, story The student will perform basic processes, such as: recognize characters, settings, and major events in a grade-appropriate story | | Sample Activities: | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | |
| Score 0.0 | Even with he | lp, no success | | | |

| | | READING | |
|-----------|---|---|---|
| | | Connections | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | • describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate text (RI.K.3) | | Following read alouds of two stories, the student will answer questions to explain connections of characters, events, or ideas from the stories. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: | | Sample Activities: |
| | character, connection, event, idea, individual, information, text | | Following read alouds of two stories, the |
| | The student will perform basic processes, such as: | | student will work with a partner to describe how two characters are connected. The |
| | • recognize or recall characters, events, ideas, or pieces of information that are connected in a grade-appropriate text | | teacher will provide feedback relative to the responses given. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | READING | |
|-----------|--|---|--------------------|
| | | Use of Language | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | 3.0 The student will: • ask and answer questions about unknown words in a grade-appropriate text (RL.K.4) • distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march</i>) (L.K.5d) | | Sample Activities: |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: action, answer, ask, question, shade of meaning, text, verb The student will perform basic processes, such as: answer teacher-provided questions about unknown words in a grade-appropriate text describe the meaning of verbs describing the same general action | | Sample Activities: |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | READING | | |
|-----------|---|---|--|--|
| | | Academic Vocabulary | | |
| | | Kindergarten | | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | |
| Score 3.0 | The student • ask and ans | will: wer questions about unknown words in a grade-appropriate text (RI.K.4) | Sample Activities: After listening to a grade-appropriate text, the | |
| | • use grade-appropriate words and phrases acquired through conversations, reading, and being read to (L.K.6) | | student will ask questions about unknown words and will participate in whole-group discussions about the words in order to deriv meaning. Following discussion, students will demonstrate understanding by drawing a nonlinguistic representation of the word(s). | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | |
| Score 2.0 | | will recognize or recall specific vocabulary, such as: , conversation, question, text | Sample Activities: The student will communicate when a word is | |
| | The student will perform basic processes, such as: identify unknown words in a grade-appropriate text recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases | | unknown and participate in adding words to a word to support acquiring meaning of the unknown words. | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | |
| Score 1.0 | ore 1.0 With help, partial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | |
| Score 0.0 | Even with he | elp, no success | | |

| | | READING | |
|-----------|--|---|---|
| | | Text Structures and Features | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | | mples of common types of texts (e.g., storybooks, poems) (RL.K.5) e front cover, back cover, and title page of a book (RI.K.5) | After listening to a variety of texts, the student will sort the texts by type. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: | | Sample Activities: |
| | back cover, book, example, front cover, poem, storybook, text, title page The student will perform basic processes, such as: recognize common types of texts (e.g., storybooks, poems) | | The teacher will lead a whole group discussion about texts previously read. As the texts are discussed, the students will categorize them by type. |
| | identify the front cover, back cover, and title page of a book | | Students will work in pairs to identify the front cover, back cover, and title page of a book. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | READING | |
|-----------|--|---|---|
| | | Point of View | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | describe the | e role of the author and illustrator in telling a story or presenting ideas and information (RL.K.6; RI.K.6) | The student will locate author's and illustrators' names on books and explain the role of each. |
| | | 1 | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: | | Sample Activities: |
| | • author, idea, illustrator, information, role, story | | The teacher will provide each student with two cards that display the words <i>author</i> and |
| | The student will perform basic processes, such as: identify the author and illustrator of a grade-appropriate text (RL.K.6; RI.K.6) | | <i>illustrator.</i> The teacher states an idea about one or the other. The students hold up the appropriate card to complete the statement. |
| | | | Example: I have an idea for a story and write about it. I am the |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | READING | |
|-----------|---|--|--|
| | | Visual/Auditory Media and Information Sources | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | describe the relationship between illustrations and a grade-appropriate story in which they appear (e.g., what moment in a story an illustration depicts) (RL.K.7) describe the relationship between illustrations and a grade-appropriate text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) (RI.K.7) | | The teacher will draw the student's attention to selected illustrations within a grade- appropriate story. Following examination of the pictures, the student will make predictions about the story. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | • depict, idea, The student | will recognize or recall specific vocabulary, such as: illustration, relationship, story, text will perform basic processes, such as: e relationship between illustrations and the grade-appropriate text or story in which they appear | Sample Activities: The teacher will provide numerous illustrations from previously read grade- appropriate stories. The student will place the illustration under the correct story title and describe which part of the story the illustration depicts. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | lp, no success | |

| | | READING | |
|---------------|---|---|---|
| | | Argument and Reasoning | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| • identify th | | reasons an author gives to support points in a grade-appropriate text (RI.K.8) | After participating in a read aloud of a big book, the teacher will lead a class discussion about the main points of the informational text. Students will assist the teacher in placing highlighter tape over text that provides supporting reasons. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: | | Sample Activities: |
| | • author, poir | t, reason, support, text | After participating in a read aloud of a big |
| | The student will perform basic processes, such as: recognize details that support a teacher-provided main topic | | book, the teacher will lead a class discussion about the main points of the informational text. During the discussion, the teacher will display three sentence strips with detail statements (only one is from the text). The students will work in pairs to identify the sentence strip that has a detail from the text. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | READING | | | | |
|-----------|---|---|--|--|--|--|
| | Literary Comparisons and Source Material | | | | | |
| | | Kindergarten | | | | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | | |
| Score 3.0 | The student | will: | Sample Activities: | | | |
| | • compare and contrast the adventures and experiences of characters in familiar grade-appropriate stories (RL.K.9) | | The student will participate in a whole-group discussion about characters in two or more familiar stories. As the discussion occurs, the teacher will capture likenesses and differences of characters in the stories. | | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: | | | |
| | • adventure, | character, compare, contrast, experience, story | The student will explain the difference | | | |
| | The student will perform basic processes, such as: • recognize or recall details of the adventures and experiences of characters in a familiar grade-appropriate story | | between the words compare and contrast and provide examples of each from his/her own experiences (e.g., I have 2 sisters and my friend has 1 sister.; My house is blue but my friend's house is brick.). | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | | |
| Score 0.0 | Even with he | elp, no success | | | | |

| | | READING | | | | |
|-----------|--|---|--|--|--|--|
| | Rhetorical Criticism | | | | | |
| | | Kindergarten | | | | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | | |
| Score 3.0 | The student | will: | Sample Activities: | | | |
| | • identify basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.K.9) | | The student will work with a partner to examine two books with a common topic and identify likenesses and differences of illustrations. Following partner work, students will participate in a whole-class share-out of likenesses and differences. | | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: | | | |
| | description, | illustration, procedure, similarity, text, topic | Following a read-aloud of two texts about the same topic, the students will recognize | | | |
| | The student will perform basic processes, such as: • identify features (e.g., illustrations, descriptions, or procedures) of a grade-appropriate text | | likenesses and differences of the texts. The teacher records student responses on a Venn diagram. | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | | |
| Score 0.0 | Even with he | elp, no success | | | | |

| | | READING | | |
|-----------|---|---|--------------------|--|
| | | Fluency | | |
| | | Kindergarten | | |
| Score 4.0 | ore 4.0 In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | |
| Score 3.0 | | will: gage in group reading activities with purpose and understanding (RL.K.10; RI.K.10) appropriate text with purpose and understanding (RF.K.4) | Sample Activities: | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: • engage, purpose, text | | Sample Activities: | |
| | The student will perform basic processes, such as: • participate in group reading activities | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | |
| Score 0.0 | Even with h | elp, no success | | |

| | | READING FOUNDATIONS | |
|-----------|--|---|---|
| | | Print Concepts | |
| | | Kindergarten | |
| Score 4.0 | In addition to was taught. | score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student w | vill demonstrate understanding of the organization and basic features of print (RF.K.1): | Sample Activities: |
| | | from left to right, top to bottom, and page by page (RF.K.1a) It spoken words are represented in written language by specific sequences of letters (RF.K.1b) | The student will use a pointer to demonstrate left- to-right progression as the class choral reads from a big book. |
| | understand that words are separated by spaces in print (RF.K.1c) name all upper- and lowercase letters of the alphabet (RF.K.1d) print upper- and lowercase letters (L.K.1a) | | The student will circle places in a teacher- provided text where inadequate space is provided between words. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | alphabet, bot The student w orient book o identify a wor identify letters recognize all | d on the page | Sample Activities: The student will use a pointer to identify upper- and lowercase letters as the teacher says chosen letters (e.g., uppercase 'A'; lowercase 'g'). The student will use spacers (e.g., craft sticks, birthday candle, a cardstock strip) to indicate appropriate space between words within a text. The student will copy a teacher-provided sentence from chart paper or a white board. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with hel | p, no success | |

| | | READING FOUNDATIONS | |
|--|--|--|---|
| | | Phonological Awareness | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| produce rh blend and blend and | | dent will demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2): e rhyming words (RF.K.2a) and segment syllables in spoken words (RF.K.2b) and segment onsets and rimes of single-syllable spoken words (RF.K.2c) substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e) | Sample Activities: The student will sort picture cards into stacks of rhyming words and generate additional words for each sort. The student will be given a notecard with a one-syllable word written on it. Upon cue from the teacher, the student substitutes the initial sound with a different sound (e.g., "Change the "c" to a "b". What is the new word?"). |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | • blend, onse | will recognize or recall specific vocabulary, such as: t, rhyming, rime, segment, single, sound, syllable, word will perform basic processes, such as: | Sample Activities: The teacher will say a set of three words out loud. After hearing the words, the student use |
| | recognize rhyming words (RF.K.2a) count and pronounce syllables in spoken words (RF.K.2b) identify onsets and rimes of single-syllable spoken words isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not including CVCs ending with /l/, /r/, or /x/) (RF.K.2d) | | hand signals (e.g., thumbs up or thumbs down) to indicate whether or not the words in the set rhyme. |
| | | | The teacher will say a word with not more than three syllables. The student will repeat the word, breaking it into parts to indicate the number of syllables (e.g., <i>borrow = bor row</i>). |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |

| Score 0.0 | Even with help, no success | |
|-----------|----------------------------|--|
|-----------|----------------------------|--|

| | | READING FOUNDATIONS | |
|-----------|---|---|--------------------|
| | | Phonics and Word Analysis | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | • read commo | will know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3): on high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>) (RF.K.3c) between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3d) | Sample Activities: |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: • differ, high-frequency, letter, similar, sound, word The student will perform basic processes, such as: • produce the primary or many of the most frequent sounds for each consonant (RF.K.3a) • associate the long and short sounds with common spellings (graphemes) for the five major vowels (RF.K.3b) | | Sample Activities: |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | WRITING | |
|-----------|---------------------------------|---|--|
| | | Argumentative | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | • use a comb • tell a reader | will demonstrate the features of opinion writing (W.K.1): ination of drawing, dictating, and writing to compose opinion pieces the topic or name of the book they are writing about nion or preference about the topic or book | Sample Activities: The student will complete an opinion stem (e.g., I like; The best think about ; I think is hard to do because) |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | • compose, d The student | will recognize or recall specific vocabulary, such as: ictate, opinion, piece, preference, topic will perform basic processes, such as: teacher-provided template to represent opinions | Sample Activities: The student will respond to a prompt that requires an opinion or preference by drawing an illustration(s) on a teacher-provided template. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | WRITING | |
|-----------|--|--|--|
| | | Informative/Explanatory | |
| | | Kindergarten | |
| Score 4.0 | .0 In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | 3.0 The student will demonstrate grade-appropriate features of informative/explanatory writing (W.K.2): • name a topic • supply information about the topic | | Sample Activities: After listening to a grade-appropriate informational text, the student will illustrate information learned from the text. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | .0 The student will recognize or recall specific vocabulary, such as: information, topic The student will perform basic processes, such as: complete a teacher-provided template for representing informative/explanatory information | | Sample Activities: After listening to a grade-appropriate informational text, the student will use a teacher-provided template to illustrate steps needed to complete a task explained in the text. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | lp, no success | |

| | | WRITING | |
|-----------|--|--|---|
| | | Narrative | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will write grade-appropriate narratives that (W.K.3): | Sample Activities: |
| | narrate a single event or several loosely linked events tell about events in the order in which they occurred provide a reaction to what happened | | The student will use words or pictures to tell about an event in the order in which it occurred. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: • event, narrate, order, reaction The student will perform basic processes, such as: • use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events | | Sample Activities: The student will use a teacher-provided story map to illustrate a single event in the order in which it took place. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | lp, no success | |

| | | WRITING | | | |
|-----------|--|---|---|--|--|
| | Revise and Edit | | | | |
| | | Kindergarten | | | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go was taught. | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | |
| Score 3.0 | | will develop and strengthen grade-appropriate writing (e.g., respond to questions and suggestions | Sample Activities: | | |
| | from peers, add details to strengthen writing) by (W.K.5): planning revising editing | | The student will be presented a picture and a sentence that relate. After discussion, the student will independently revise the sentence to improve the original form. | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: | | |
| | edit, plan, revise The student will perform basic processes, such as: plan writing based on specific prompts from the teacher revise writing based on specific prompts from the teacher (W.K.5) | | The student will be presented a picture and a sentence that relate. The teacher will lead a class discussion that results in an improved sentence that relates to the picture | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | |
| Score 1.0 | With help, pa | irtial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | |
| Score 0.0 | Even with he | lp, no success | | | |

| | WRITING | | | | |
|-----------|--|--|--------------------|--|--|
| | Technology | | | | |
| | | Kindergarten | | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | |
| Score 3.0 | The student will: • use a variety of digital tools to produce and publish grade-appropriate writing (W.K.6) | | Sample Activities: | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: • digital, publish, technology, tool The student will perform basic processes, such as: | | Sample Activities: | | |
| | demonstrate | e the features of various grade-appropriate technologies (e.g., word processor) | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | |
| Score 0.0 | Even with he | Ip, no success | | | |

| | | WRITING | | |
|-----------|---|---|--------------------|--|
| | | Research | | |
| | | Kindergarten | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | |
| Score 3.0 | The student | will: | Sample Activities: | |
| | | n shared grade-appropriate research and writing projects (e.g., explore a number of books by a favorite (press opinions about them) (W.K.7) | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | |
| Score 2.0 | | will recognize or recall specific vocabulary, such as: | Sample Activities: | |
| | • author, opin | | | |
| l | The student | will perform basic processes, such as: | | |
| | | n shared grade-appropriate research and writing projects (e.g., explore an number of books by a favorite press opinions about them) using explicit teacher direction or a teacher-provided template | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | |
| Score 0.0 | Even with he | lp, no success | | |

| | | WRITING | |
|---|---|---|---|
| | | Access and Organize Information | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | ore 3.0 The student will: • recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a teacher-provided question (W.K.8) | | Sample Activities: The student will use personal experience or prior knowledge to respond to teacher-posed question. After partner sharing of responses, the teacher will record selected responses on class charts. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | answer, exp The student recognize o | will recognize or recall specific vocabulary, such as: perience, information, question, recall, source will perform basic processes, such as: r recall examples of appropriate materials to find information s to teacher-provided questions using teacher-provided grade-appropriate resources | Sample Activities: The student will select questions (e.g., Who? What? When? Why? How?) from a large question graphic posted in the classroom. The teacher will provide sources (e.g., grade- appropriate texts, real alouds, electronic texts) for students to use in gathering information that answers the selected questions. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 With help, partial success at score 2.0 content and score 3.0 content | | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | SPEAKING AND LISTENING | |
|-----------|---|--|--------------------|
| | | Collaborative Discussions | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | | will participate in collaborative conversations with diverse partners about grade-appropriate topics h peers and adults in small and larger groups (SL.K.1): | Sample Activities: |
| | continue a conversation through multiple exchanges (SL.K.1b) | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | conversation, exchange | | |
| | The student will perform basic processes, such as: | | |
| | • participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in groups with teacher modeling | | |
| | | d-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts sion) (SL.K.1a) | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | lp, no success | |

| | | SPEAKING AND LISTENING | |
|-----------|----------------------------|---|--------------------|
| | | Evaluate Presented Information | |
| | | Kindergarten | |
| Score 4.0 | In addition to beyond what | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | | wer questions about key details and request clarification if something is not understood from text read nation presented orally or through other grade-appropriate media (SL.K.2) | |
| | • ask and ans | wer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3) | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | | , clarification, clarify, detail, information, media, orally, question, text | |
| | | will perform basic processes, such as: | |
| | answer teac | her-provided questions about a grade-appropriate text read aloud or an oral presentation | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | irtial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | lp, no success | |

| | | SPEAKING AND LISTENING | |
|-----------|---|---|---|
| | | Speech Writing | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | • describe familiar people, places, things, and events in an oral presentation (SL.K.4) | | The student will use visualization strategies (e.g., <i>Make a Movie in Your Mind</i>) to describe details of topics (e.g., people, places, things, events). |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | | vent, oral will perform basic processes, such as: er teacher-provided questions | The student will respond to teacher questions related to people, places things, and events in order to visualize details. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | SPEAKING AND LISTENING | |
|-----------|------------------------------|---|--------------------|
| | | Presentation and Delivery | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go It was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | • use drawing | will demonstrate proper grade-appropriate oral presentation techniques: gs or other visual displays (SL.K.5) ress thoughts, ideas, opinions, and feelings orally (SL.K.6) | Sample Activities: |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | The student • speak audit | will perform basic processes, such as: bly (SL.K.6) | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with h | elp, no success | |

| | | LANGUAGE | |
|-----------|---|---|--------------------|
| | | Grammar | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | | will demonstrate command of the conventions of standard grade-appropriate English grammar n context when writing or speaking (L.K.1): | Sample Activities: |
| | use frequen | tly occurring nouns and verbs (L.K.1b) | |
| | form regular | r plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) (L.K.1c) | |
| | • use the mos | st frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) (L.K.1e) | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | • noun, plural | , preposition, verb | |
| | The student | will perform basic processes, such as: | |
| | use grade-appropriate grammar in isolation | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, partial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | LANGUAGE | |
|-----------|--|--|--------------------|
| | | Sentences | |
| | | Kindergarten | |
| Score 4.0 | e 4.0 In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student will: • understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) (L.K.1d) • expand complete sentences in shared language activities (L.K.1f) | | Sample Activities: |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student will recognize or recall specific vocabulary, such as: complete sentence, expand, interrogative, produce, question The student will perform basic processes, such as: recognize or recall examples of question words produce complete sentences in shared language activities (L.K.1f) | | Sample Activities: |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | LANGUAGE | | |
|-----------|--|--|--------------------|--|
| | | Capitalization and Punctuation | | |
| | | Kindergarten | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | |
| Score 3.0 | The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.K.2): capitalize the first word in a sentence and the pronoun <i>I</i> (L.K.2a) recognize and name end punctuation (L.K.2b) | | Sample Activities: | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | |
| Score 2.0 | • capitalize, e The student | will recognize or recall specific vocabulary, such as: nd punctuation, pronoun, sentence will perform basic processes, such as: e the use of grade-appropriate conventions in isolation | Sample Activities: | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | |
| Score 1.0 | With help, pa | rtial success at score 2.0 content and score 3.0 content | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | |
| Score 0.0 | Even with he | lp, no success | | |

| | LANGUAGE | | | | |
|-----------|-----------------|--|--------------------|--|--|
| | | Spelling | | | |
| | | Kindergarten | | | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go It was taught. | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | |
| Score 3.0 | The student | will: | Sample Activities: | | |
| | • write a lette | er or letters for most consonant and short vowel sounds (phonemes) (L.K.2c) | | | |
| | spell grade | -appropriate words phonetically, drawing on knowledge of sound-letter relationships (L.K.2d) | | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: | | |
| | • consonant, | letter, short vowel, sound, word | | | |
| | The student | will perform basic processes, such as: | | | |
| | recognize c | or recall sound-letter relationships | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | |
| Score 0.0 | Even with h | elp, no success | | | |

| | LANGUAGE | | | | |
|-----------|---|---|--------------------|--|--|
| | | Context Clues | | | |
| | | Kindergarten | | | |
| Score 4.0 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. | | | | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | | | |
| Score 3.0 | The student will: • apply new meanings to familiar words (e.g., knowing <i>duck</i> is a bird and a verb) (L.K.4a) | | Sample Activities: | | |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | | | |
| Score 2.0 | • familiar, mea | - | Sample Activities: | | |
| | | will perform basic processes, such as: ew meanings to familiar words when pointed out by the teacher | | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | | | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | | | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | | | |
| Score 0.0 | Even with he | lp, no success | | | |

| | | LANGUAGE | |
|-----------|---|---|---|
| | | Word Origins and Roots | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | | st frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the n unknown grade-appropriate word (L.K.4b) | The teacher will hold up a card displaying a base word (e.g., work, fold, use) and say the word. Students will repeat the word in choral response. The teacher will hold up a second card that displays the base word with an affix (e.g., worked, unfold, useful). Students will look at the two words. Upon teacher cue, the students will turn and talk, explaining the difference between the two words (both spelling and meaning). |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | affix, clue, meaning, word The student will perform basic processes, such as: identify frequently occurring inflections and affixes | | The teacher will write a word that has an affix on the board or chart paper (e.g., worked, unfold, useful). Upon cue, a student will underline the affix. The teacher will use probing questions to help the student determine how the affix impacts the meaning of the word. |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, p | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |

| | | LANGUAGE | |
|-----------|--|---|--|
| | | Word Relationships | |
| | | Kindergarten | |
| Score 4.0 | | o score 3.0 performance, the student demonstrates in-depth inferences and applications that go t was taught. | |
| | Score 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content | |
| Score 3.0 | The student | will: | Sample Activities: |
| | sort commo | n objects into categories and describe each category (L.K.5a) | The student will work with a partner to sort |
| | • demonstrate (L.K.5b) | e understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) | words that are on notecards into categories. After completing the sorting process, the pair will determine a title for each category and |
| | • explain the real-life connections between grade-appropriate words and their use (e.g., describe places at school that are <i>colorful</i>) (L.K.5c) | | record it on a blank notecard. |
| | Score 2.5 | No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content | |
| Score 2.0 | The student | will recognize or recall specific vocabulary, such as: | Sample Activities: |
| | • adjective, a | ntonym, category, opposite, relate, sort, verb | The student will use pictures from magazines to create a collage that demonstrates the connection between a grade-appropriate |
| | The student | will perform basic processes, such as: | |
| | sort common objects into teacher-provided categories and describe each category | | word and its uses. |
| | recognize opposites of frequently occurring verbs and adjectives | | |
| | • identify examples of real-life connections between grade-appropriate words and their use (e.g., identify places at school that are <i>colorful</i>) | | |
| | Score 1.5 | Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content | |
| Score 1.0 | With help, pa | artial success at score 2.0 content and score 3.0 content | |
| | Score 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content | |
| Score 0.0 | Even with he | elp, no success | |