



MABANK INDEPENDENT SCHOOL DISTRICT

KINDERGARTEN REPORT CARD RUBRIC

READING	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><u>Print Awareness</u> Understands how English is Written/Printed</p>	<ul style="list-style-type: none"> recognizes that words can be represented by print identifies upper- and lower-case letters demonstrates one-to-one correspondence between a spoken word and a printed word in text recognizes the difference between a letter and a printed word demonstrates an awareness of word boundaries (including the role of spaces between words) demonstrates book directionality (front/back, page turning, word directionality) identifies parts of a book (e.g., front and back covers, title page) 			
<p><u>Beginning Reading Strategies</u> Uses Strategies to Comprehend Text</p>	<ul style="list-style-type: none"> comprehends a variety of texts drawing on useful strategies as needed predicts what might happen in text based on the cover, title, and illustrations asks questions and responds to questions about texts read aloud identifies and reads at least 25 RRISD High Frequency Words from the RRISD High Frequency Word List (in the context of reading books, texts) discusses purposes for reading & listening to various texts asks & responds to questions about texts monitors & adjusts comprehension makes inferences based on covers, titles, illustrations, & plots retells or acts out important events in stories makes connections to own experiences, to ideas in other texts, to the larger community, & discusses textual evidence sound blending 			
<p><u>Vocabulary Development</u> Understands and Uses New Vocabulary from Texts</p>	<ul style="list-style-type: none"> understands new vocabulary and uses it correctly when reading and writing identifies words that name actions, directions, positions, sequences, and locations recognizes that compound words are made up of shorter words identifies and sorts pictures of objects into conceptual categories (e.g., colors, shapes, textures) uses a picture dictionary to find words 			

<p><u>Comprehension of Literary Texts</u></p> <ul style="list-style-type: none"> • Theme/Genre • Poetry • Fiction 	<p><u>Theme and Genre</u></p> <ul style="list-style-type: none"> • provides text evidence to support understanding • identifies elements of a story including setting(s), character(s), and key events • discusses the big idea (theme) of a well-known folktale or fable and connects it to personal experience • recognizes sensory details • recognizes recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures <p><u>Poetry</u></p> <ul style="list-style-type: none"> • identifies rhythm and rhyme in poetry by identifying a regular beat • identifies rhythm and rhyme in poetry by identifying similarities in word sounds <p><u>Fiction</u></p> <ul style="list-style-type: none"> • retells a main event from a story read aloud • describes characters in a story and reasons for their actions
<p><u>Comprehension of Informational Texts</u></p> <ul style="list-style-type: none"> • Culture & History • Expository • Procedural Texts 	<p><u>Culture and History</u></p> <ul style="list-style-type: none"> • analyzes the author’s purpose in cultural, historical, and contemporary text • draws conclusions about the author’s purpose in cultural, historical, and contemporary text • provides text evidence to support understanding • identifies the topic of cultural and historical texts (read to the student) <p><u>Expository Text</u></p> <ul style="list-style-type: none"> • identifies the topic and details in expository text (read or heard), referring to the words and/or illustrations • retells important facts in a text (read or heard) • discusses ways authors group information in text • uses titles and illustrations to make predictions about text <p><u>Procedural Texts</u></p> <ul style="list-style-type: none"> • gleans (extracts) and uses information in procedural texts and documents • follows pictorial directions (e.g., recipes, science experiments) • identifies the meaning of specific signs (e.g., traffic signs, warning signs)
<p><u>Media Literacy Comprehends Media Literacy</u></p>	<ul style="list-style-type: none"> • uses comprehension skills to identify how words, images, graphics and sounds work together in various forms to impact meaning • identifies different forms of media (e.g., advertisements, newspapers, radio programs) • identifies techniques used in media (e.g., sound, movement)

WRITING	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><u>Writing Process</u> Uses the Writing Process to Compose Texts <i>[adult assistance required according to state standards]</i></p>	<ul style="list-style-type: none"> • uses elements of the writing process (planning, drafting, revising, editing, and publishing to compose text) • plans a first draft by generating ideas for writing through class discussion • develops drafts by sequencing the action or details in a story • revises by adding details or sentences 			

	<ul style="list-style-type: none"> • edits drafts by leaving spaces between letters and words • shares writing with others
Writing Literary Texts	<ul style="list-style-type: none"> • writes literary texts to express ideas and feelings about real or imagined people, events, and ideas • dictates or writes sentences to tell a story and begins to put the sentences in chronological sequence • writes short poems
Writing Expository and Procedural Texts	<ul style="list-style-type: none"> • writes expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes • dictates or writes information for lists, captions, or invitations

ORAL & WRITTEN CONVENTIONS	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<p><u>Oral and Written Conventions</u> Conventions & Academic Language</p> <p>[adult assistance required according to state standards <i>where indicated</i>]</p>	<ul style="list-style-type: none"> • understands the function of and uses the conventions of academic language when speaking and writing • understands and uses past and future tenses (speaking only) – with adult assistance • understands and uses nouns (singular and plural) – with adult assistance • understands and uses descriptive words – with adult assistance • understands and uses prepositions and simple prepositional phrases appropriate to speaking or writing) – with adult assistance • understands and uses pronouns (e.g., I, me) – with adult assistance • speaks in complete sentences to communicate • uses complete simple sentences (in writing) 			
<p><u>Oral and Written Conventions</u> Handwriting, Capitalization, & Punctuation</p>	<ul style="list-style-type: none"> • writes legibly in their compositions • uses appropriate capitalization and punctuation conventions in their compositions • forms upper- and lower-case letters legibly using the basic conventions of print (left-to-right and top-to-bottom) • capitalizes the first letter in a sentence • uses punctuation at the end of a sentence 			
<p><u>Oral and Written Conventions</u> Spelling</p>	<ul style="list-style-type: none"> • spells correctly • uses phonological knowledge to match sounds to letters • uses letter-sound correspondences to spell consonant-vowel-consonant (CVC) words • writes one's own name • writes at least 25 RRISD High Frequency Words from the RRISD High Frequency Word List (in stories and journals) 			

RESEARCH	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<u>Research</u> Research Plan [adult assistance required according to state standards where indicated]	<ul style="list-style-type: none"> • answers open-ended questions • develops a plan for answering research questions • asks questions about topics of class-wide interest • decides what sources or people in the classroom, school, library, or home can answer generated questions 			
<u>Research</u> Gathering Sources [adult assistance required according to state standards where indicated]	<ul style="list-style-type: none"> • determines, locates, and explores the full range of relevant sources addressing a research question • systematically records information gathered from a full range of relevant resources to address a research question • gathers evidence from sources provided • uses pictures in conjunction with writing when documenting research 			

LISTENING & SPEAKING	Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4
<u>Listening and Speaking</u> Listens to others	<ul style="list-style-type: none"> • uses comprehension skills to listen attentively to others in formal and informal settings • listens attentively by facing speakers and asking questions to clarify information • follows oral directions that involve a short related sequence of actions 			
<u>Listening and Speaking</u> Speaks clearly and to the point	<ul style="list-style-type: none"> • speaks clearly and to the point • shares information and ideas speaking audibly and clearly 			
<u>Listening and Speaking</u> Works well in teams	<ul style="list-style-type: none"> • works productively with others in teams • follows agreed-upon rules for discussion • takes turns, speaking one at a time 			

MATH	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Problem Solving Skills/Concepts				
<p>Applies kindergarten math to solve problems connected to everyday life, communicates with informal language, and uses logical reasoning</p>	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to make drawings and use manipulatives in appropriate ways, with support • Begins to select a problem solving strategy, with support • Begins to use concrete, and pictorial models and representations, with support • Begins to use math vocabulary and communicates ideas, with 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to make drawings and use manipulatives in appropriate ways, with support • Begins to select a problem solving strategy, with support • Begins to use concrete, and pictorial models and representations, with support • Begins to use math vocabulary and communicates ideas, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, uses drawings and manipulatives to begin to solve problems • With increasing frequency and less support, begins to explain problem solving strategy and solutions with limited language • With increasing frequency and less support, begins to use concrete, and pictorial models and representations 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently identifies math in everyday situations • Consistently solves problems with guidance that include processes of understanding the problem, making a plan, carrying out the plan and evaluating the solution for reasonableness • Consistently selects or develops an appropriate

	support		<ul style="list-style-type: none"> • With increasing frequency and less support, makes progress with math vocabulary • With increasing frequency and less support, makes progress toward using logical reasoning to justify thinking 	<p>problem-solving strategy (draw picture, look for pattern, systematic guess & check, act out)</p> <ul style="list-style-type: none"> • Consistently uses tools (real objects, manipulatives, technology) • Consistently communicates math ideas using objects, words, pictures, and numbers • Consistently relates everyday language to math language and symbols • Consistently uses logical reasoning
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Number & Operations Skills/Concepts

Uses numbers to name quantities	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to recognize and name fewer than 9 numbers, with support • Begins to demonstrate one to one correspondence, with support • Begins to use more, and less, with support • Begins to use math vocabulary , with support • Begins to understand that the last item stated names the set, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to recognize and name fewer than 9 numbers, with support • Begins to demonstrate one to one correspondence, with support • Begins to use more, and less, with support • Begins to use math vocabulary , with support • Begins to understand that the last item stated names the set, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, recognizes and uses 10 – 15 numbers in verbal or written form • With increasing frequency and less support, demonstrates one-to-one correspondence • With increasing frequency and less support, makes progress using more than, and less than math vocabulary • With increasing frequency and less support, recognizes the last number stated names the set (cardinality) • With increasing frequency and less support, begins to conserve number 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently uses one to one correspondence and language such as more than, same as, and two less than to describe sizes of sets • Consistently uses sets of concrete objects to represent quantities given in verbal or written form to 20 • Consistently uses numbers to describe how many objects are in a set (through 20) • Consistently displays math concepts in problem solving connected to everyday life
Describes order of events, and objects	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to sequence events or objects, naming ordinal positions, with support • Begins to use vocabulary of sequencing events, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to sequence events or objects, naming ordinal positions, with support • Begins to use vocabulary of sequencing events, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, sequences events and objects, naming ordinal positions • With increasing frequency and less support, makes progress with language to describe relative position in a sequence of events or objects 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently uses before or after to describe relative position of events, and objects • Consistently names the ordinal position in a sequence • Consistently displays math concepts in problem solving connected to everyday life

Recognizes quantities less than a whole	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to separate a whole into 2 equal parts, with support Begins to explain why a given part is half of a whole, with support Begins to use concrete models and representations, with support Begins to use vocabulary of parts, with support 	With direct guidance: <ul style="list-style-type: none"> Begins to separate a whole into 2 equal parts, with support Begins to explain why a given part is half of a whole, with support Begins to use concrete models and representations, with support Begins to use vocabulary of parts, with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, separates a whole into 2 equal parts. With increasing frequency and less support, begins to explain why a part is half of the whole With increasing frequency and less support, begins to use concrete models and representations With increasing frequency and less support, makes progress with vocabulary 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently shares a whole by separating it into 2 equal parts Consistently explains why a part is half of the whole Consistently displays math concept in problem solving connected to everyday life
Models addition and subtraction	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to join and/or separate sets using concrete objects, with support Begins to communicate thinking, with support Begins to use concrete models and representations, with support 	With direct guidance: <ul style="list-style-type: none"> Begins to join and/or separate sets using concrete objects, with support Begins to communicate thinking, with support Begins to use concrete models and representations, with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, joins and separates sets related to sums of 5 using manipulatives With increasing frequency and less support, models and creates sets in real situations With increasing frequency and less support, begins to use concrete models and representations 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently models and creates addition and subtraction problems in real situations with concrete objects Consistently uses concrete and pictorial models and representations Consistently displays math concepts in problem solving connected to everyday life
Patterns, Relationships, Algebraic Thinking Skill/Concept				
Identifies, extends and creates patterns	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to recognize patterns, with support Begins to recognize the repeating "core" of patterns, with support Begins to use math vocabulary, with support 	With direct guidance: <ul style="list-style-type: none"> Begins to recognize patterns, with support Begins to recognize the repeating "core" of patterns, with support Begins to use math vocabulary, with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, recognizes patterns, With increasing frequency and less support, begins to identify, extend, and create the repeating core of patterns, With increasing frequency and less support, identifies, extends and creates patterns of sounds, movement and concrete objects 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently identifies, extends and creates patterns of sounds, physical movement and concrete patterns
Uses patterns to make predictions	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to predict what comes 	With direct guidance: <ul style="list-style-type: none"> Begins to predict what comes next, with support Begins to count by 1's to 20, with 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, predicts what comes next With increasing frequency and less 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently uses patterns to predict what comes next including

	next, with support <ul style="list-style-type: none"> Begins to count by 1's to 20, with support Begins to use math vocabulary with support 	support <ul style="list-style-type: none"> Begins to use math vocabulary with support 	support, counts by 1's to 100 <ul style="list-style-type: none"> With increasing frequency and less support, counts by ones to a number less than 100 	cause and effect relationships <ul style="list-style-type: none"> Consistently counts by ones to 100 independently Consistently displays math concepts in problem solving connected to everyday life
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Geometry Skill/Concept

Describes relative positions	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to describe one object in relation to another, with support Begins to place an object in a specified position, with support Begins to recognize above, below, top, middle, left, and right, with support Begins to use vocabulary of location with support 	With direct guidance: <ul style="list-style-type: none"> Begins to describe one object in relation to another, with support Begins to place an object in a specified position, with support Begins to recognize above, below, top, middle, left, and right, with support Begins to use vocabulary of location with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, uses spatial and location positional vocabulary (over, under, above, below, top, middle, left, right, inside, outside, in, on) With increasing frequency and less support, places an object in a specified position 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently describes one object in relation to another using informal language (over, under, above, below...) Consistently places an object in a specified position Consistently displays math concepts in problem solving connected to everyday life
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Uses attributes to determine how objects are alike/different	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Begins to determine how two shapes are different or alike, with support Begins to compare shapes and objects, with support Begins to sort objects into two groups, with support Begins to match shapes that are alike or find a shape that is different in sets, with support Begins to use concrete, and pictorial models, with support Begins to use math vocabulary, with support 	With direct guidance: <ul style="list-style-type: none"> Begins to determine how two shapes are different or alike, with support Begins to compare shapes and objects, with support Begins to sort objects into two groups, with support Begins to match shapes that are alike or find a shape that is different in sets, with support Begins to use concrete, and pictorial models, with support Begins to use math vocabulary, with support 	With minimal guidance: <ul style="list-style-type: none"> With increasing frequency and less support, describes and identifies objects, matches but may not describe or identify object With increasing frequency and less support, compares two objects, may not give attribute but matches With increasing frequency and less support, sorts a variety of 2D and or 3D objects, minor errors in giving attributes With increasing frequency and less support, describes how objects are sorted, minor errors with vocabulary With increasing frequency and less support, makes progress toward sorting using one attribute 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Consistently describes and identifies an object by its attributes using informal language Consistently compares two objects based on attributes Consistently sorts a variety of objects including 2D and 3D geometric figures according to their attributes and describes how objects are sorted Consistently sorts a variety of objects according to one attribute Consistently displays math concepts in problem solving connected to everyday life
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<p>Recognizes attributes of 2D and 3D figures</p>	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Begins to recognize circles, triangles, or squares (special type of rectangle), with support Begins to recognize 2 or fewer of the above 2D shapes, with support Begins to recognize 2D and 3D shapes in the classroom, with support Begins to use math vocabulary, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Begins to recognize circles, triangles, or squares (special type of rectangle), with support Begins to recognize 2 or fewer of the above 2D shapes, with support Begins to recognize 2D and 3D shapes in the classroom, with support Begins to use math vocabulary, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> With increasing frequency and less support, recognizes circles, triangles, or squares (special type of rectangle) With increasing frequency and less support, describes and compares real-life objects (balls, boxes, cans, cones) or models of 3D figures With increasing frequency and less support, recognizes real-life 3D figures or 3D models With increasing frequency and less support, makes progress toward naming and recognizing attributes of four 2D shapes 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Consistently describes and compares the attributes of real-life objects such as balls, boxes, cans, cones or models of 3D geometric figures Consistently recognizes shapes in real-life 3D figures or models of 3D geometric figures Consistently describes, identifies, compares circles, triangles, rectangles, and squares (special type of rectangle) Consistently displays math concepts in problem solving connected to everyday life
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Measurement Skill/Concept

<p>Directly compares attributes of length, area, weight/mass, capacity and temperature using comparative language</p>	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Begins to compare or order any of the following: length, area, weight/mass, temperature, with support Begins to compare and order two or more objects by length, area, weight/mass, and temperature, with support Begins to use math vocabulary, with support Begins to use concrete and pictorial models and representations, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Begins to compare or order any of the following: length, area, weight/mass, temperature, with support Begins to compare and order two or more objects by length, area, weight/mass, and temperature, with support Begins to use math vocabulary, with support Begins to use concrete and pictorial models and representations, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> With increasing frequency and less support, compares or orders the following: length, area, weight/mass, capacity, temperature With increasing frequency and less support, makes progress using concrete models and representations 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Consistently compares and orders 2 or 3 concrete objects according to length (longer/shorter than, same) Consistently compares the areas of two flat surfaces of 2D figures (cover more/less/same) Consistently compares two containers according to capacity (holds more/less/same) Consistently compares two objects according to weight/mass (heavier/lighter/equal) Consistently compares situations or objects according to relative temperature (hotter/colder/same) Consistently displays math concepts in problem solving connected to everyday life
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<p>Uses time to describe, compare, and order events</p>	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to understand duration of time such as more time or less time, with support • Begins to sequence 2 events, with support • Begins to identify day, week, and month on a calendar, with support • Begins to recognize a calendar as a tool that measures time, with support • Begins to use math vocabulary with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to understand duration of time such as more time or less time, with support • Begins to sequence 2 events, with support • Begins to identify day, week, and month on a calendar, with support • Begins to recognize a calendar as a tool that measures time, with support • Begins to use math vocabulary with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, compares events according to duration of time • With increasing frequency and less support, sequences up to 3 events • With increasing frequency and less support, makes progress reading the day, week, and month on calendar 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently compares events according to duration such as more time or less time • Consistently sequences events (up to 3) • Consistently reads a calendar using day, week, and month • Consistently displays math concepts in problem solving connected to everyday life
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Probability and Statistics Skills/Concepts

<p>Constructs and uses graphs of real objects or pictures</p>	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to construct a graph of real objects, with support • Begins to locate one piece of information from the graph, with support • Begins to organize information, with support • Begins to use math vocabulary with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to construct a graph of real objects, with support • Begins to locate one piece of information from the graph, with support • Begins to organize information, with support • Begins to use math vocabulary with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, constructs a graph of real objects or pictures • With increasing frequency and less support, uses correct vocabulary when answering questions • With increasing frequency and less support, makes progress towards using information from a graph of real objects or pictures when answering questions 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently constructs graphs using real objects or pictures in order to answer questions • Consistently uses information from a graph of real objects or pictures in order to answer questions • Consistently displays math concepts in problem solving connected to everyday life
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SCIENCE	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Physical, Life and Earth Science				
Understands science concepts presented	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to describe properties, observe and identify patterns, and recognize and copy patterns, with support • Begins to sort organisms and objects; record observations about parts of plants/animals; identify parts that, when separated from whole, may result in the part or the whole not working; and manipulate parts of objects that, when put together, can do things they cannot do by themselves, with support • Begins to observe, describe and record changes, identify that heat causes change, observe and record weather changes, and observe and record stages in the life cycle of organisms, with support • Begins to identify and group organisms or objects as living or nonliving, with support • Begins to identify basic needs of living organisms, give examples of how living organisms depend on each other, and identify ways that the earth can provide resources for life, with support • Begins to observe and describe properties of rocks, soil and water; and give examples of ways that rocks, soil, water are useful, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to describe properties, observe and identify patterns, and recognize and copy patterns, with support • Begins to sort organisms and objects; record observations about parts of plants/animals; identify parts that, when separated from whole, may result in the part or the whole not working; and manipulate parts of objects that, when put together, can do things they cannot do by themselves, with support • Begins to observe, describe and record changes, identify that heat causes change, observe and record weather changes, and observe and record stages in the life cycle of organisms, with support • Begins to identify and group organisms or objects as living or nonliving, with support • Begins to identify basic needs of living organisms, give examples of how living organisms depend on each other, and identify ways that the earth can provide resources for life, with support • Begins to observe and describe properties of rocks, soil and water; and give examples of ways that rocks, soil, water are useful, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, describes properties, observes and identifies patterns, and recognizes and copies patterns • With increasing frequency and less support, sorts organisms and objects; records observations about parts of plants/animals; identifies parts that, when separated from whole, may result in the part or the whole not working; and manipulates parts of objects that, when put together, can do things they cannot do by themselves • With increasing frequency and less support, observes, describes and records changes, identifies that heat causes change, observes and records weather changes, and observes and records stages in the life cycle of organisms • With increasing frequency and less support, identifies and groups organisms or objects as living or nonliving • With increasing frequency and less support, identifies basic needs of living organisms, gives examples of how living organisms depend on each other, and identifies ways that the earth can provide resources for life • With increasing frequency and less support, observes and describes properties of rocks, soil and water; and gives examples of ways that rocks, soil, water are useful 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently describes properties, observes and identifies patterns, and recognizes and copies patterns • Consistently sorts organisms and objects; records observations about parts of plants/animals; identifies parts that, when separated from whole, may result in the part or the whole not working and manipulates parts of objects that, when put together, can do things they cannot do by themselves • Consistently observes, describes and records changes, identifies that heat causes change, observes and records weather changes, and observes and records stages in the life cycle of organisms • Consistently identifies and groups organisms or objects as living or nonliving • Consistently identifies basic needs of living organisms, gives examples of how living organisms depend on each other, and identifies ways that the earth can provide resources for life • Consistently observes and describes properties of rocks, soil and water; and gives examples of ways that rocks, soil, water are useful

scientific processes to investigate science concepts	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to demonstrate safe practices and learn how to use and conserve resources and materials, with support • Begins to ask questions, plan and conduct simple investigations, gather information, construct reasonable explanations using information, and communicate findings, with support • Begins to make decisions using information, discuss and justify the merits of decisions, explain a problem in his/her own words and proposes a solution, with support • Begins to identify and use senses as tools of observation and make observations using Kindergarten tools including hand lenses, balances, cups, bowls and computers, with support 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to demonstrate safe practices and learn how to use and conserve resources and materials, with support • Begins to ask questions, plan and conduct simple investigations, gather information, construct reasonable explanations using information, and communicate findings, with support • Begins to make decisions using information, discuss and justify the merits of decisions, explain a problem in his/her own words and proposes a solution, with support • Begins to identify and use senses as tools of observation and make observations using Kindergarten tools including hand lenses, balances, cups, bowls and computers, with support 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • With increasing frequency and less support, demonstrates safe practices and learns how to use and conserve resources and materials • With increasing frequency and less support, asks questions, plans and conducts simple investigations, gathers information, constructs reasonable explanations using information, and communicates findings • With increasing frequency and less support, makes decisions using information, discusses and justifies the merits of decisions, explains a problem in his/her own words and proposes a solution • With increasing frequency and less support, identifies and uses senses as tools of observation and makes observations using Kindergarten tools including hand lenses, balances, cups, bowls and computers 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently demonstrates safe practices and learns how to use and conserve resources and materials • Consistently asks questions, plans and conducts simple investigations, gathers information, constructs reasonable explanations using information, communicates findings • Consistently makes decisions using information, discusses and justifies the merits of decisions, explains a problem in his/her own words and proposes a solution • Consistently identifies and uses senses as tools of observation and makes observations using Kindergarten tools including hand lenses, balances, cups, bowls and computers
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SOCIAL STUDIES	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
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Physical, Life and Earth Science

Understands the concepts focused on self, home, school, community	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to explain and participate in discussions about concepts presented 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to explain and participate in discussions about concepts presented 	<p>With minimal guidance:</p> <p>Begins to explain and participate on their own and in discussions about the concepts presented</p>	<p>Exhibits mastery of grade level skill/concept:</p> <p>Consistently asks questions, shares ideas, and draws conclusions on their own and in discussions about the concepts presented</p>
Applies critical thinking skills to organize and use information from a variety of resources	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> • Begins to use terminology and gather information from visual and oral sources such as class discussions • Begins to communicate concepts and ideas in written, oral, and visual forms. 	<p>With direct guidance:</p> <ul style="list-style-type: none"> • Begins to use terminology and gather information from visual and oral sources such as class discussions • Begins to communicate concepts and ideas in written, oral, and visual forms. 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> • Begins to use terminology and gather information from visual and oral sources such as pictures and class discussions • Begins to communicate and share concepts and ideas in written, oral, and visual forms 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> • Consistently uses terminology and gathers information from visuals and oral sources such as pictures and class discussions • Consistently answers questions, interprets, information, and identifies problems and solutions in group settings • Consistently communicates and shares concepts and ideas in written, oral, and visual forms

ART	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Demonstrates concepts and skills	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Applies the art elements-line, color, shape, texture, form, pattern, unity and emphasis with direct guidance to their personal artwork. 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Applies the art elements-line, color, shape, texture, form, pattern, unity and emphasis with direct guidance to their personal artwork. 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> Applies the art elements-line, color, shape, texture, form, pattern, unity, and emphasis in their personal artwork and art discussions with minimal guidance. 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Able to use a variety of materials to consistently apply the art elements-line, color, shape, texture, form, pattern, unity, and emphasis in all of their personal artwork and art discussions.
Participates in activities	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Listens and participates occasionally in the art class with consistent reminders and redirections. 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Listens and participates occasionally in the art class with consistent reminders and redirections. 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> Listens and participates in the art class with few reminders or redirection. 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Listens and participates in all of the art class projects/discussions.
MUSIC	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Demonstrates concepts and skills	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Demonstrates singing, beat and an understanding of musical comparatives with direct guidance. 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Demonstrates singing, beat and an understanding of musical comparatives with direct guidance. 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> Demonstrates singing, beat and an understanding of musical comparatives with minimal guidance. 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Consistently demonstrates singing, beat and an understanding of musical comparatives.
Participates in activities	<p><i>Does not meet grade level standard w/ direct guidance</i></p> <ul style="list-style-type: none"> Listens and participates occasionally in musical experiences with consistent reminders and redirections. 	<p>With direct guidance:</p> <ul style="list-style-type: none"> Listens and participates occasionally in musical experiences with consistent reminders and redirections. 	<p>With minimal guidance:</p> <ul style="list-style-type: none"> Listens for a sustained period of time and participates in musical experiences with few reminders or redirection. 	<p>Exhibits mastery of grade level skill/concept:</p> <ul style="list-style-type: none"> Listen actively and responds to musical experiences.
PHYSICAL EDUCATION	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4

Demonstrates concepts and skills	<i>Does not Exhibits skills/concepts with direct guidance</i>	Exhibits skills/concepts with direct guidance	Exhibits skills/concepts with minimal guidance	Exhibits mastery of skill/concept
Participates in activities	<i>Does not Participates with direct guidance</i>	Participates with direct guidance	Participates with minimal guidance	Participates fully in activities
TECHNOLOGY	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Demonstrates knowledge of hardware, software, and electronic networks	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Starts and exits programs with assistance. Creates and prints files with assistance. Uses font, color, and graphics for effective communication with assistance. 	With direct guidance: <ul style="list-style-type: none"> Starts and exits programs with assistance. Creates and prints files with assistance. Uses font, color, and graphics for effective communication with assistance. 	With minimal guidance: <ul style="list-style-type: none"> Starts and exits programs with minimal guidance. Creates and prints files with minimal guidance. Uses font, color, and graphics for effective communication. Applies language skills including capitalization, punctuation, and spelling as grade-level appropriate. 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Starts and exits programs independently. Creates and prints files independently. Uses font, color, and graphics for effective communication. Applies language skills including capitalization, punctuation, and spelling as grade-level appropriate. Uses text and graphics to enhance learning experiences for self.
Uses technology tools to solve problems and to locate, acquire, organize, and share information	<i>Does not meet grade level standard w/ direct guidance</i> <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy with assistance. Evaluates acquired electronic information for validity with assistance. 	With direct guidance: <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy with assistance. Evaluates acquired electronic information for validity with assistance. 	With minimal guidance: <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy with minimal guidance. Evaluates acquired electronic information for validity with minimal guidance. 	Exhibits mastery of grade level skill/concept: <ul style="list-style-type: none"> Understands and follows the RRISD Acceptable Use Policy. Evaluates acquired electronic information for validity.
STUDENT RESPONSIBILITIES	Performance Level 1 <i>Does not meet grade level standard w/ direct guidance</i>	Performance Level 2	Performance Level 3	Performance Level 4
Strives for quality works/Shows positive attitude toward learning	<i>Does not meet grade level standard w/ direct guidance</i> strives for quality work and shows positive attitude toward learning	With direct guidance, strives for quality work and shows positive attitude toward learning	With increasing frequency and less support, strives for quality work and shows positive attitude toward learning	Consistently strives for quality work and shows positive attitude toward learning

Follows directions	<i>Does not meet grade level standard w/ direct guidance</i> follows directions	With direct guidance, follows directions	With increasing frequency and less support, follows directions	Consistently follows directions
Works independently, completes work, stays on task	<i>Does not meet grade level standard w/ direct guidance</i> works independently, completes work and stays on task	With direct guidance, works independently, completes work and stays on task	With increasing frequency and less support, works independently, completes work and stays on task	Consistently works independently, completes work and stays on task
Organizes self, materials and belongings	<i>Does not meet grade level standard w/ direct guidance</i> organizes self, materials and belongings	With direct guidance organizes self, materials and belongings	With increasing frequency and less support, organizes self, materials and belongings	Consistently organizes self, materials and belongings
Participates appropriately in group activities	<i>Does not meet grade level standard w/ direct guidance</i> participates appropriately in group activities	With direct guidance, participates appropriately in group activities	With increasing frequency and less support, participates appropriately in group activities	Consistently participates appropriately in group activities
Respects adults, peers and school property	<i>Does not meet grade level standard w/ direct guidance</i> respects adults, peers and school property	With direct guidance, respects adults, peers and school property	With increasing frequency and less support, respects adults, peers and school property	Consistently respects adults, peers and school property
Listens attentively without interrupting	<i>Does not meet grade level standard w/ direct guidance</i> listens attentively without interrupting	With direct guidance, listens attentively without interrupting	With increasing frequency and less support, listens attentively without interrupting	Consistently listens attentively without interrupting
Takes risks to attempt new tasks	<i>Does not meet grade level standard w/ direct guidance</i> takes risks to attempt new tasks	With direct guidance, takes risks to attempt new tasks	With increasing frequency and less support, takes risks to attempt new tasks	Consistently takes risks to attempt new tasks
Makes appropriate transitions between activities	<i>Does not meet grade level standard w/ direct guidance</i> makes appropriate transitions between activities	With direct guidance, makes appropriate transitions between activities	With increasing frequency and less support, makes appropriate transitions between activities	Consistently makes appropriate transitions between activities