

First Quarter Standards & Rubrics

(highlighted standards are assessed for interim grades)

Personal / Social Skills (Homeroom)

Standard	Standard Description	Rubric
HR.1	Completes assignments independently	KIA Personal/Social Checklist Rubric
HR.1	Demonstrates confidence in self as a learner	3 = Consistently 2 = Some of the time 1 = Never
HR.1	Demonstrates increased independence	KIA Personal/Social Checklist Rubric
HR.1	Demonstrates interest in classroom activities	3 = Consistently 2 = Some of the time 1 = Never
HR.1	Follows directions	KIA Personal/Social Checklist Rubric
HR.1 & HR.2	Is attentive and listens carefully	3 = Consistently 2 = Some of the time 1 = Never
HR.1	Uses time wisely / stays on task	KIA Personal/Social Checklist Rubric
HR.2	Cooperates with and respects adults	KIA Personal/Social Checklist Rubric
HR.2	Cooperates with and respects peers	3 = Consistently 2 = Some of the time 1 = Never
HR.2	Makes and maintains friends	KIA Personal/Social Checklist Rubric
HR.2	Observes school/class rules	KIA Personal/Social Checklist Rubric

Language Arts

Standard	Standard Description	Rubric
LK.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking: demonstrate proficiency within the K-1 conventions continuum.	WCPSS Writing Rubric 3= all in far right column 2= some far right column 1= 3 or less in far right column
LK.2	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing: demonstrate proficiency within the K-1 conventions continuum.	WCPSS Writing Rubric 3= all in far right column 2= some in far right column 1= 3 or less in far right column
LK.5a	Sort common objects into categories to gain a sense of the concepts the categories represent.	3 = mastered 2 = developing

RFK.1a	Demonstrate understanding of the organization of print and basic features of print: follow words from left to right, top to bottom, and page by page	3 = all 3 2 = only 2 1= 1 or none
RFK.1b	Recognize that spoken words are represented in written language by specific sequence of letters.	3 = mastered 2 = developing
RFK.1d	Name all letters (capital & lowercase) / 1-1 Letter/Sound Correspondence	Letter / Sound Inventory 3 =26 or more letters & sounds 2 = 10-25 letters & sounds 1 = below 10 letters/sounds
RIK.3	With prompting & support, describe the connection between two individuals, events, ideas, or pieces of info in a text.	3 = mastered 2 = developing
RI.K.5	Identify front cover back cover & title page	3 = all 3 2 = only 2 1= 1 or none
RIK.10	Actively engage in group reading activities with purpose and understanding	3 = mastered 2 = developing
RL.K.5	Recognize common types of text	3 = mastered 2 = developing
RLK.6	With prompting and support, define the role of the author and illustrator in telling a story	3 = states roles of author and illustrator 2 = states role of either author or illustrator 1 = cannot state roles of author/illustrator with teacher assistance
RL.K.7	With prompting and support describe how words and illustrations work together to tell a story.	3 = mastered 2 = developing
RLK.10	Actively engage in group reading activities with purpose and understanding	3 = mastered 2 = developing
SLK.1a	Follow agreed-upon rules for discussion.	3 = mastered 2 = developing
SLK.1b	Continue a conversation through multiple exchanges	3 = mastered 2 = developing
SLK.3	Ask & answer questions in order to seek help, get information, or clarify something	3 = mastered 2 = developing
SLK.4	Speak audibly and express thoughts, feelings, and ideas clearly.	3 = mastered 2 = developing
SLK.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	WCPSS Writing Rubric 3 =5-6 or more checks in 2 nd column from right 2 = 3-4 checks in 2 nd column 1 = most checks in 1st column
WK.2	With guidance and support from adults, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about that topic. (<i>Informative Writing Piece</i>)	WCPSS Writing Rubric 3 =5-6 or more checks in 2 nd column from right 2 = 3-4 checks in 2 nd column 1 = most checks in 1st column

WK.2a	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	WCPSS Writing Rubric 3 = 5-6 or more checks in 2 nd column from right 2 = 3-4 checks in 2 nd column 1 = most checks in 1st column
WK.3	With guidance and support from adults, use a combination of drawing, dictating, and writing to <i>narrate</i> a single event or several loosely linked events, tell about these events in the order in which they occurred, and with guidance and support, provide a reaction to what happened. (<i>Narrative Writing Piece</i>)	WCPSS Writing Rubric 3 = 5-6 or more checks in 2 nd column from right 2 = 3-4 checks in 2 nd column 1 = most checks in far right column
WK.3a	With guidance and support from adults, respond to questions and suggestions from adults and/or peers and add details to strengthen writing as needed.	3 = mastered 2 = developing
WK.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	3 = mastered 2 = developing

Bolded are considered essential standards and must be assessed 3 times.

Math

Standard	Standard Description	Rubric
K.CC.1*	Rote count to 20 by ones (Quarter 1)	3 = Counts to 20 2 = Counts to 10 1 = Counts to less than 10
K.CC.2*	Rote count from any given number to 20 by ones	Not assessed yet
KCC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20, with 0 representing a count of no objects.	3= writes numerals 0-10 (Quarter 1) 2= writes five to seven numerals 0-10 1= writes less than five numerals 0-10
K.CC.4*	Understand the relationship between numbers and quantities. Counts one object in standard order pairing each object with only number	3 = Counts up to 10 objects 2 = Counts up to 5 objects 1 = Counts less than 5 objects
K.CC.5	Count to answer "how many" (up to 10 objects in different arrangements – line, array, circle, scattered)	3 = Counts up to 10 objects 2 = Counts up to 5 objects 1 = Counts less than 5 objects
K.CC.7*	Compare two numbers, within 10, presented as written numerals.	3 = mastered 2 = developing
K.G.3*	Identify squares, circles, rectangles, triangles, hexagons, cubes, cones, spheres, and cylinders as two dimensional or three dimensional. ** not on pacing guide**	3= can sort all shapes 2= can sort some 1= cannot sort shapes

K.MD.1	Describe measurable attributes of objects. Describe several different measurable attributes of a single object.	3 = can name 3 or more 2 = can name less than 3 1 = can 1 or none
K.MD.2	Directly compare two objects with measurable attributes in common to see which has more or less of an attribute without counting and describe the difference.	3 = can complete all 3 tasks 2 = can complete 2 tasks 1 = can complete 1 on no tasks
K.MD.3	Classify objects into given categories, count the number of objects in each category, and sort the categories by count.	3 = completes all 3 tasks 2 = completes 2 tasks 1 = completes 1 or not able to complete task
K.OA.6 *	Recognize and combine groups with totals to 5 (subitizing)	Not assessed yet

* (part of daily routines)

Science

Standard	Standard Description	Rubric
KP.1	Understand the positions and motions of objects and organisms observed in the environment	Separate Rubric
KP.1.1	Compare the relative position of various objects observed in the classroom and outside using positional words such as: in front, behind, between, on top, under, above, below, and beside.	Separate Rubric
KP.1.2	Give examples of different ways objects and organisms move (to include falling to the ground when dropped).... Straight, zig zag, round and round, back and forth, fast and slow.	Separate Rubric

Social Studies

Standard	Standard Description	Rubric
KG&C.1	Understand the roles of a citizen	3 = mastered 2 = developing
KG&C.1.1	Exemplify positive relationships through fair play and friendship.	3 = mastered 2 = developing
KG&C.1.2	Explain why citizens obey rules in the classroom, school, home, and neighborhood.	3 = mastered 2 = developing