

## Second Quarter Standards & Rubrics

### 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.	3=consistently 2=inconsistently
LK.2	Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing: demonstrate proficiency within the K-1 conventions continuum.	3=consistently 2=inconsistently
LK.4	Determine and/or clarify the meaning of unknown words and phrases based on kindergarten reading and content: context clues, word parts, and word relationships.	Observation/Conversations 3 = mastered 2 = developing
LK.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Observation/Conversations 3 = mastered 2 = developing

LK.6	Use words and phrases learned through conversations, reading and being read to, and responding to texts.	Observations/Conversations 3 = mastered 2 = developing
<b>RFK.1a</b>	<b>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</b>	<b>3 = all 3</b> <b>2 = only 2</b> <b>1= 1 or none</b>
<b>RFK.1b</b>	<b>Recognize that spoken words are represented in written language by specific sequence of letters.</b>	<b>3 = mastered</b> <b>2 = developing</b>
<b>RFK.1c</b>	<b>Understand that words are separated by spaces in print.</b>	<b>3 = mastered</b> <b>2 = developing</b>
<b>RFK.1d</b>	<b>Name all letters (capital &amp; lowercase) / 1-1 Letter/Sound Correspondence</b>	<b>Letter / Sound Inventory</b> <b>3 =26 or more letters &amp; sounds</b> <b>2 = 10-25 letters &amp; sounds</b> <b>1 = below 10 letters/sounds</b>
<b>RKF.3a</b>	<b>Recognize &amp; produce rhyming words.</b>	<b>PAST: 5-6/6</b>
<b>RFK.3b</b>	<b>Count, pronounce, blend and segment syllables.</b>	<b>PAST: 5-6/6</b>
<b>RFK.3c</b>	<b>Blend and segment onsets and rimes of single-syllable spoken words.</b>	<b>Letterland CVC assessment page from RFK. 3d</b>
<b>RFK.3d</b>	<b>CVC words -beginning, middle and ending sounds. (c-a-t)</b>	<b>Letterland CVC assessment page from RFK.3c</b>
<b>RIK.1</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>	Connections 3 = mastered 2 = developing
<b>RIK.3</b>	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Connections 3 = mastered 2 = developing
<b>RIK.4</b>	<b>With prompting and support, ask and answer questions about words in a text.</b>	Observations 3 = mastered 2 = developing
<b>RLK.1</b>	<b>With prompting and support, ask and answer questions about key details in a text.</b>	Observations 3 = mastered 2 = developing
<b>RLK.3</b>	<b>With prompting and support, identify characters, settings, and major events in a story.</b>	Can name characters and setting. Major Events: At least 2/3 (B, M, E) 3= all 3 parts 2= 2 of the 3 parts 1= 1 or none
<b>RLK.4</b>	<b>With prompting and support, ask and answer questions about words in a text that suggest feelings or appeal to the senses.</b>	Observations 3 = mastered 2 = developing
<b>SLK.1a</b>	<b>Follow agreed-upon rules for discussion.</b>	<b>Observations</b> <b>3 = mastered</b> <b>2 = developing</b>
<b>SLK.1b</b>	Continue a conversation through multiple exchanges	Observations 3 = mastered

		2 = developing
SLK.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Observations 3 = mastered 2 = developing
SLK.4	Speak audibly and express thoughts, feelings, and ideas clearly.	Observations 3 = mastered 2 = developing
SLK.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	3=mastered 2=developing
WK.1a & 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.	3=mastered 2=developing
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> )	<b>WCPSS Writing Rubric</b> 3 = At least 5-6 indicators in 2nd column from right & 1-2 in 3rd column from right 2 = 3-4 indicators in 2nd column from right 1 = 2 or fewer in 2nd column from right
WK.5	Conduct short as well as more sustained research projects based on focused questions; demonstrating understanding of the subject under investigation.	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

\*\*\*Highlighted standards are assessed for interim grades.\*\*\*

## Math

Standard	Standard Description	Rubric
KCC.1	Rote count to 50 by ones	3 = Counts to 50 2 = Counts to 20 1 = Counts to less than 20
KCC.2	Rote count from any given number to 50 by ones	CMAPP Rubric
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 0-20 2= writes five to seven numerals 0-20 1= writes less than five numerals 0-20
KCC.4 & KCC.5	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

	Count to answer “how many” (up to 20 objects in different arrangements – line, array, circle, scattered)	
KCC.6	Identify whether the number of objects, within 10, in one group is greater than, less than, or equal to the number of objects in another group, by using matching and counting strategies.	CMAPP Rubric
KCC.7*	Compare two numbers, within 10, presented as written numerals.	Not assessed this quarter
KG.1	Describe objects in the environment using names of shapes, and describe the relative positions of objects using positional terms.	CMAPP Rubric
KG.2	Correctly name squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres regardless of their orientations or overall size.	CMAPP Rubric
KG.3	Identify squares, circles, rectangles, triangles, hexagons, cubes, cones, spheres, and cylinders as two dimensional or three dimensional. <i>** not on pacing guide **</i>	3= can sort all shapes 2= can sort some 1= can not sort
KG.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, attributes and other properties.	CMAPP Rubric
KG.5	Model shapes in the world by: Building and drawing triangles, rectangles, squares, hexagons, circles. Building cubes, cones, spheres, and cylinders.	Observations 3=mastered 2=developing
KG.6	Compose larger shapes from simple shapes.	Observations 3=mastered 2=developing
KMD.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
KMD.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
KMD.3	Classify objects into given categories, count the number of objects in each category, and sort the categories by count.	3 = can complete all 3 tasks 2 =can complete 2 tasks 1 = can complete 1 on no tasks
KOA.6 *	Recognize and combine groups with totals to 5 (subitize)	Not assessed this quarter

(\*part of daily routines, but not assessed)

## Science

Standard	Standard Description	Rubric
<b>K.P.2</b>	<b>Understand how objects are described based on their physical properties and how they are used.</b>	3 = mastered 2 = developing
K.P.2.1	Classify objects by observable physical properties (including size, color, shape, texture, weight, and flexibility).	3 = mastered 2 = developing
K.P.2.2	Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.	3 = mastered 2 = developing

## Social Studies

Standard	Standard Description	Rubric
K.C.1	Understand how individuals are similar and different.	3 = mastered 2 = developing
K.C.1.1	Explain similarities in self and others.	3 = mastered 2 = developing
K.C.1.2	Explain the elements of culture (how people speak, dress, foods they eat, etc.).	3 = mastered 2 = developing