

Kindergarten Report Card Rubric



As per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- E - The student is meeting grade level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills with consistent accuracy and independence, and a high level of quality.
- 3 - The student is consistently meeting grade level expectations, with little or no support. Performance is characterized by thorough understanding of concepts and skills.
- 2 - The student is progressing toward grade level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 - At this time, the student is not meeting grade level expectations. Performance is inconsistent with guidance and support.

NA - Not assessed

M - The standards for the area indicated have been modified.

Performance in special subject areas (Physical Education and Health, World Language, Art, and Music) will be reported accordingly:

O - Outstanding S+ - Very Good S - Satisfactory N - Needs Improvement



Reading Literature and Informational Text

AREA OF ASSESSMENT: Retells stories using key details with support

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently retell a familiar story/text using multiple details (including characters and setting).	Student can independently and consistently retell a benchmark text in sequence using multiple details (including characters and setting).	
3	With prompting and support, student can retell 2-3 details from a familiar story/text.	Student can consistently retell a familiar story/text using multiple details (including characters and setting).	
2	With additional prompting and support, student can retell 1-2 details from a familiar story/text.	With prompting and support, student can retell 1-2 details from a familiar story/text.	With prompting and support, student can retell 2-3 details from a benchmark text.
1	With substantial support and prompting student continues to misinterpret a familiar story/text.	With substantial support, student continues to misinterpret a familiar story/text.	With substantial support, student continues to misinterpret a benchmark text.

AREA OF ASSESSMENT: Asks and answers questions about details in a text with support

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently and consistently ask and answer questions about familiar texts read aloud (including the following: who, what, where, when, why, how or main topic, key details).	Student can independently and consistently ask and answer questions about benchmark texts read (including the following: who, what, where, when, why, how or main topic, key details).	
3	With prompting and support, student can consistently answer questions about familiar texts read aloud (including the following: who, what,	With some prompting and support, student can consistently ask and answer questions about familiar texts read aloud (including the following: who, what, where,	Student can consistently ask and answer questions about benchmark texts read (including the following: who, what, where, when, why, how or main topic, key details).

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	where, when, why, how or main topic, key details).	when, why, how or main topic, key details).	
2	With additional prompting and support, student can answer some questions about familiar texts read aloud.	With prompting and support, student can ask and answer some questions about familiar texts read aloud.	With prompting and support, student can ask and answer some questions about benchmark texts read.
1	With substantial prompting and support student has difficulty answering questions about familiar texts read aloud.	With substantial prompting and support, student can ask and answer some questions about familiar texts read aloud.	With substantial prompting and support, student can ask and answer most questions about familiar texts read aloud.

Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Recognizes and produces rhyming words

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student consistently recognizes rhyming words orally and within a text. Student can generate multiple words that rhyme.	Student can independently and consistently recognize rhyming words orally and within a text. Student can generate multiple words that rhyme.
3	Student can recognize a pair of rhyming words and produce an additional word that rhymes.	Student can consistently recognize a pair of rhyming words and produce additional words that rhymes.	
2	With prompting and support, student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	With support, student can recognize a pair of rhyming words and is able to produce an additional word that rhymes.	Student can recognize a pair of rhyming words and produce an additional word that rhymes.
1	With oral prompting and support, when given three words, student has difficulty identifying the two words that rhyme.	With support, when given three words, student has difficulty identifying the two words that rhyme.	When given three words, student has difficulty identifying the two words that rhyme.

AREA OF ASSESSMENT: Recognizes and names all uppercase and lowercase letters

RUBRIC	Trimester 1	Trimester 2	Trimester 3
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E	Student can recognize and name all uppercase and lowercase letters.	Student can consistently recognize and name all uppercase and lowercase letters.	Student can independently and consistently recognize and name all uppercase and lowercase letters.
3	Student can recognize and name uppercase and lowercase letters taught to date.	Student can consistently recognize and name uppercase and lowercase letters taught to date.	Student can consistently recognize and name all uppercase and lowercase letters.
2	Student can recognize and name more than half of the uppercase and lowercase letters taught to date.		Student can recognize and name more than half of all uppercase and lowercase letters.
1	Student can recognize and name less than half of the upper and lower case taught to date.		Student can recognize and name less than half of all uppercase and lowercase letters.

Foundational Skills: Phonics and Sight Words

AREA OF ASSESSMENT: Produces the primary sound for each consonant

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can produce the primary sound for all consonants with support (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)		Student can independently and consistently apply the primary sound for all consonants. (b,c,d,f,g,h,j,k,l,m,n,p,q,r,s,t,v,w,x,y,z)
3	Student can produce the primary sound of the consonants taught to date with support.		Student can independently and consistently produce the primary sound for all consonants.
2	Student can produce the primary sound of more than half of the consonants taught to date with support.		Student can produce the primary sound of more than half of all consonants.
1	Student can produce the primary sound of less than half of the consonants taught to date with support.		

AREA OF ASSESSMENT: Reads sight words and high-frequency words

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RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.		Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity. Student also consistently transfers all sight words correctly into writing.
3	Student can recognize all sight words and high-frequency words taught to date with automaticity.	Student can recognize all sight words and high-frequency words taught to date and reads them within text and with automaticity.	Student can recognize all kindergarten sight words and high-frequency words and reads them consistently within text and with automaticity.
2	Student can recognize more than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize more than half of all kindergarten sight words and high-frequency words with automaticity.
1	Student can recognize less than half of sight words and high-frequency words taught to date with automaticity.		Student can recognize less than half of all kindergarten sight words and high-frequency words with automaticity.

Language and Writing

AREA OF ASSESSMENT: Uses a combination of drawing, dictating, and writing to compose opinion, informative, and narrative pieces

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can draw a detailed picture and uses letters to represent the beginning and ending sounds in words when writing narrative pieces.	Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. Student can write a complete sentence. Student is able to reread back all written work. (narrative and informational pieces)	Student can draw a detailed picture and consistently uses the correct letters to represent the beginning, middle and ending sounds in words. Student can consistently write multiple sentences on the same topic. Student can reread back all written work. (narrative, informational, and opinion pieces)
3	Student can draw a recognizable picture and uses letters to represent the beginning sounds in words when writing narrative pieces.	Student can draw a recognizable picture and uses letters to represent the beginning and ending sounds in words. Student can construct a simple sentence. Student can reread back some written work. (narrative and informational pieces)	Student can draw a detailed picture and consistently use the correct letters to represent the beginning, middle and ending sounds in words. Student can consistently write a complete

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			sentence. Student can reread back all written work. (narrative, informational, and opinion pieces)
2	Student can draw a recognizable picture with labels when writing narrative pieces.	Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative and informational pieces)	Student can draw a recognizable picture and use letters to represent the beginning and ending sounds in words. Student can construct a simple sentence. (narrative, informational, and opinion pieces)
1	Student can create a picture and verbally describe it. Picture may or may not be recognizable to others. Student has difficulty labelling when writing narrative pieces.	Student can draw a recognizable picture, label, and use letter strings. (narrative and informational pieces)	Student can draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative, informational, and opinion pieces)

Conventions of Standard English

AREA OF ASSESSMENT: Prints upper and lowercase letters

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet.	Student can neatly and legibly write all uppercase and lowercase letters of the alphabet. Student consistently applies correct letter formation in independent writing.	
3	Student can write uppercase and lowercase letters of the alphabet taught to date.	Student can write uppercase and lowercase letters of the alphabet taught to date.	Student can write all upper and lowercase letters of the alphabet. Student has difficulty applying correct letter formation in independent writing.
2	Student can copy uppercase and lowercase letters taught to date.	Student can copy uppercase and lowercase letters taught to date.	Student can copy all uppercase and lowercase letters of the alphabet.
1	Student can trace uppercase and lowercase letters taught to date.	Student can trace uppercase and lowercase letters taught to date.	Student can trace all uppercase and lowercase letters of the alphabet.



Conventions of Standard English (continued)

AREA OF ASSESSMENT: Capitalizes the first word in a sentence and the pronoun “I”

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can capitalize consistently in writing.
3			Student can capitalize frequently in writing
2			Student can capitalize occasionally in writing.
1			With prompting and support, student can capitalize in writing.

AREA OF ASSESSMENT: Spells simple words phonetically

* CVC Words - consonant, vowel, consonant - (c-a-t, d-o-g, r-a-n)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words*).	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and attempts to write multi-syllabic words.
3		Student can to write words using letters to represent the beginning and ending sounds.	Student can write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words) and has difficulty to writing multi-syllabic words
2		Student can write words using letters to represent the beginning sound.	Student can write words using letters to represent the beginning and ending sounds.
1		Student can use random letters or symbols to write words. Letters may or may not include the sounds heard in the words.	Student can write words using letters to represent the beginning sound.



Speaking and Listening

AREA OF ASSESSMENT: Expresses thoughts, feelings, and ideas clearly

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student can communicate personal experiences with details and in sequential order. Student can describe his/her feelings as well as peers effectively.		
3	Student can express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student can communicate some personal experiences with details. Student can describe his /her feelings.		
2	Student can express information about familiar persons, places and objects, or experiences to answer a question with some misinterpretation. Student can communicate some personal experiences with teacher support. Student requires modeling and support to describe his/her feelings.		
1	Students requires teacher/parent support to express information about familiar persons, places and objects, or experiences to answer a question. Student requires modeling and support to communicate personal experiences.. Student requires modeling and visual aids to describe his/her feelings.		

AREA OF ASSESSMENT: Follows classroom rules for discussion

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student is an active participant. Student offers/shares insightful and reflective ideas. Student initiates conversations and demonstrates higher level thinking. Student listens to peers while they are speaking. Student acts as a role model for making meaningful contributions to discussions.		
3	Student can express his/herself clearly. Student contributes information that is relevant and stays on topic with supporting details / evidence. Student can generate questions for peers/teachers. Student listens to peers while they are speaking.		
2	Student can express him/herself when called upon by the teacher. Student contributes information that is somewhat relevant to the discussion and tends to go “off” topic.		

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1	Student is reluctant to express him/herself. Student requires teacher support and modeling to contribute information and stay “on” topic.
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Counting and Cardinality

AREA OF ASSESSMENT: Writes numbers from 0 to 20

RUBRIC		Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently write numbers . . .	. . . beyond 5.	. . . beyond 10.	. . . beyond 20.
3	Student can consistently and independently write numbers . . .	. . . from 0 to 5.	. . . from 0 to 10.	. . . from 0 to 20.
2	Student can copy numbers . . .	. . . from 0 to 5.	. . . from 0 to 10.	. . . from 0 to 20.
1	Student can trace numbers . . .	. . . from 0 to 5.	. . . from 0 to 10.	. . . from 0 to 20.

AREA OF ASSESSMENT: Counts to identify the number of objects verbally and in writing

RUBRIC		Trimester 1	Trimester 2	Trimester 3
E	When given a collection of ____ or more objects, student can consistently demonstrate one to one correspondence in counting objects and identify the correct number of objects.	10	15	20
3	When given a collection of up to ___ objects, student can consistently count objects with one to one correspondence and identify the correct number of objects.	5	10	20
2	With support and prompting, student can count a collection of up to ___ objects with one to one correspondence and may/may not identify the correct number of objects.	5	10	15
1	With support and prompting, student can count a collection of less than ____ objects and may/may not identify the correct number of objects.	5	10	15

AREA OF ASSESSMENT: Compares numbers

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 5).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size more than 10).	Student can identify whether the number of objects in a group is greater than/less than the number of objects in another group and by how many (group size more than 20).

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3	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 5).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 10).	Student can identify whether the number of objects in a group is greater than/less than, or equal to the number of objects in another group (group size to 20).
2	With prompting and support, student can compare the number of objects in two groups, identify equal quantities, but has difficulty identifying greater /less than (group size to 5).	With prompting and support, student can compare the number of objects in two groups, identify equal quantities, but has difficulty identifying greater/less than (group size to 10).	With prompting and support student can compare the number of objects in two groups, identify some equal quantities, & some quantities that are greater/less than (group size to 15).
1	With consistent prompting and support, student has difficulty comparing the number of objects in two groups.	With consistent prompting and support, student has difficulty comparing the number of objects in two groups, identifying equal quantities, and identifying greater/less than.	With consistent prompting & support, student has difficulty comparing the number of objects in 2 groups, identify equal quantities, and identifying greater/less than.

Counting and Cardinality (continued)

AREA OF ASSESSMENT: Counts by ones and tens to 100

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently count beyond 100 by tens and ones.
3			Student can consistently count to 100 by tens and ones.
2			With prompting and support, student can count to 100 by tens and ones.
1			With teacher assistance, student can practice counting to 100 by tens and ones.

Operations and Algebraic Thinking

AREA OF ASSESSMENT: Understands addition as putting together and adding to and subtraction as taking apart and taking from

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RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can consistently represent addition/ subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations beyond 10 or fluently without objects, etc. to 10.	Student can consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations from 11 to 19 or more, and can represent the equation using a number sentence.
3		Student can consistently represent addition/ subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.	Student can consistently represent addition /subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10 and fluently without objects, etc. to 5.
2		Student consistently represents addition/ subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5.	Student begins to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10.
1		Student requires teacher support to represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations.	

Numbers and Operations in Base Ten

AREA OF ASSESSMENT: Composes and decomposes numbers from 11 to 19 into tens and ones

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently compose and decompose numbers above 19 using more than one approach, i.e. using objects, drawings, and equations.
3			Student can consistently compose and decompose numbers from 11 to 19 using objects, drawings, or equations.
2			With support, student begins to use objects or drawings to compose and decompose numbers up to 11, using objects, drawings, or equations.
1			Student requires teacher support to demonstrate some understanding and needs prompting to compose and decompose numbers below 11.



Measurement and Data

AREA OF ASSESSMENT: Describes and compares measurable attributes (shorter, longer, taller, heavier, lighter)

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can consistently and independently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), for more than 2 objects.
3			Student can consistently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.
2			With prompting and support, student can describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter) between 2 objects.
1			With prompting and support, student can describe or compare measurable attributes (using shorter, longer, taller, heavier, lighter), between 2 objects.

Geometry

AREA OF ASSESSMENT: Identifies & describes shapes: circle, square, rectangle, hexagon, triangle, sphere, cone, cube, & cylinder

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently identify all shapes listed above, describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to; describe all the distinguishing characteristics of the shape, and apply concepts to trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.		
3	Student can consistently identify all shapes listed above, describe all of the distinguishing characteristics of the shape, and describe the shape's relative position using terms such as above, below, beside, in front of, behind, and next to.		
2	Student can consistently identify 4 to 8 of the shapes listed above, can describe some of the distinguishing characteristics of the shape, and the shape's relative position using some of the terms such as above, below, beside, in front of, behind, and next to.		

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1	Student can identify fewer than 4 of the shapes listed above, describe some of the distinguishing characteristics, and inconsistently describe the shape's relative position.
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AREA OF ASSESSMENT: Analyzes (explain) and compares the similarities and differences between 2D and 3D shapes

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can consistently and independently analyze and compare/contrast two- and three-dimensional shapes using more formal language to describe their similarities, differences, and other attributes.		
3	Student can consistently analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.		
2	With prompting and support, student can analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes.		
1	Student has a limited understanding of attributes and relationships of two- and three-dimensional shapes.		

Science and Engineering Practices

AREA OF ASSESSMENT: Asks questions, analyzes data, makes observations, and communicates findings/solutions

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently ask questions based on observations and information gathered.	Student can independently ask questions, make observation, and communicate findings.	Student can independently ask questions, make observations, communicate findings, and analyze data,
3	With prompting and support, student can ask questions based on observations and information gathered.	With prompting and support, student can ask questions, make observations, and communicate findings.	With prompting and support, student can ask questions, make observations, communicate findings, and analyze data,
2	With additional prompting and support, student can ask questions based on observations and information gathered.	With additional prompting and support, student can ask questions, make observations, and communicate findings.	With additional prompting and support, student can ask questions, make observations, communicate findings, and analyze data,

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1	With substantial support and prompting, the student has difficulty asking questions based on observations and information gathered.	With substantial support and prompting, student has difficulty asking questions, making observations, and communicating findings.	With substantial support and prompting, student has difficulty asking questions, making observations, communicating findings, and analyzing data.
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AREA OF ASSESSMENT: Uses a drawing or model to illustrate a concept, represent a relationship, or solve a problem

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently use a drawing or model to illustrate a concept, represent a relationship, or solve a problem.		
3	With prompting and support, student can use a drawing or model to illustrate a concept, represent a relationship, or solve a problem.		
2	With additional prompting and support, student can use a drawing or model to illustrate a concept, represent a relationship, or solve a problem.		
1	With substantial support and prompting student has difficulty using a drawing or model to illustrate a concept, represent a relationship, or solve a problem.		

Effects of the Sun

AREA OF ASSESSMENT: Understands the effect of sunlight on Earth's surface

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently describe the warming effect of sunlight on Earth's surface.		
3	With prompting and support, student can describe the warming effect of sunlight on Earth's surface.		
2	With additional support and prompting student can describe the warming effect of sunlight on Earth's surface.		
1	With substantial support and prompting, student has difficulty describing the warming effect of sunlight on Earth's surface.		



Weather

AREA OF ASSESSMENT: Describes weather patterns over time and understands the purpose of weather forecasting

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can independently describe weather patterns over time and the purpose of weather forecasting.		
3	With prompting and support, student can describe weather patterns over time and the purpose of weather forecasting.		
2	With additional support and prompting student can describe weather patterns over time and the purpose of weather forecasting.		
1	With substantial support and prompting, student has difficulty describing weather patterns over time and the purpose of weather forecasting.		

Pushes and Pulls

AREA OF ASSESSMENT: Understands the effects of different strengths/directions of pushes/pulls on the motion of an object

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can independently describe the effects of different strengths/directions of pushes/pulls on the motion of an object.	
3		With prompting and support, student can describe the effects of different strengths of pushes/pulls on the motion of an object.	
2		With additional support and prompting student can describe the effects of different strengths of pushes/pulls on the motion of an object.	
1		With substantial support and prompting, student has difficulty describing the effects of different strengths of pushes/pulls on the motion of an object.	

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Basic Needs of Living Things

AREA OF ASSESSMENT: Understands the needs of plants and animals to survive

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can independently identify all the needs of both plants and animals to survive.	
3		With prompting and support, student can identify most needs of both plants and animals to survive.	
2		With additional support and prompting student can identify less than half of the needs of both plants and animals to survive.	
1		With substantial support and prompting, student has difficulty identifying the needs of both plants and animals to survive.	

AREA OF ASSESSMENT: Constructs an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can independently construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
3			With prompting and support, student can explain how plants and animals (including humans) can change the environment to meet their needs.
2			With additional support and prompting student can explain that plants and animals (including humans) can change the environment to meet their needs.
1			With substantial support and prompting, student has difficulty explaining that plants and animals (including humans) can change the environment to meet their needs.



Basic Needs of Humans

AREA OF ASSESSMENT: Understands the impact of humans on the land, water, air, and/or other living things in the local environment

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can independently provide at least 4 examples of the impact of humans on the land, water, air, and other living things in the local environment.
3			With prompting and support, student can provide at least 3 examples of the impact of humans on the land, water, air, and other living things in the local environment.
2			With additional support and prompting student can provide at least 2 examples of the impact of humans on the land, water, air, and/or other living things in the local environment.
1			With substantial support and prompting, student has difficulty describing the impact of humans on the land, water, air, and/or other living things in the local environment .

Social Studies

AREA OF ASSESSMENT: Explains that a responsibility is something you must or should do

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E	Student can explain that a responsibility is something you must or should do and provides multiple examples.		
3	Student can explain that a responsibility is something you must or should do.		
2	With prompting and support, student can explain that a responsibility is something you must or should do.		
1	With prompting and support, student has difficulty explaining that a responsibility is something you must or should do.		

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AREA OF ASSESSMENT: Identifies the difference between needs and wants

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E		Student can identify the difference between needs and wants and provides multiple examples.	
3		Student can identify the difference between needs and wants.	
2		With prompting and support, student can identify the difference between needs and wants.	
1		With prompting and support, student has difficulty identifying the difference between needs and wants.	

AREA OF ASSESSMENT: Demonstrates knowledge of where one lives

RUBRIC	Trimester 1	Trimester 2	Trimester 3
E			Student can demonstrate knowledge of where one lives by country, state, town and street address.
3			Student can demonstrate knowledge of where one lives by country, state, and town.
2			With prompting and support, student can demonstrate knowledge of at least 2 of the following: country, state, or town.
1			With prompting and support, student can demonstrate knowledge of at least 1 of of the following: country, state, or town.