

READING

Questioning, Inference, and Interpretation

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• ask and answer questions about key details in a grade-appropriate text (RL.K.1; RI.K.1)	Sample Activities: The student will respond to question prompts after listening to a teacher-read literary or informational text (e.g., Why did ____?; What did ____?; How can ____?)
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, ask, detail, question, text The student will perform basic processes, such as: <ul style="list-style-type: none">• answer teacher-provided questions about key details in a grade-appropriate text	Sample Activities: The students will listen to a teacher-read literary or informational text, then participate in a teacher-directed conversation with a partner to answer questions related to the text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Themes and Central Ideas

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• retell grade-appropriate familiar stories, including key details (RL.K.2)• identify the central idea and key details of a grade-appropriate text (RI.K.2)• retell key details of a grade-appropriate text (RI.K.2)	Sample Activities: The student will draw a specified number of pictures to retell a familiar story, then use the drawings to retell the story to a partner.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• central idea, detail, retell, story, text The student will perform basic processes, such as: <ul style="list-style-type: none">• retell grade-appropriate familiar stories using cues (e.g., pictures from the story)• recognize the central idea of a grade-appropriate text	Sample Activities: After listening to a grade-appropriate text, the student will determine the topic of the text from a list of topics provided by the teacher.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Story Elements

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe characters, settings, and major events in a grade-appropriate story (RL.K.3)	Sample Activities: After listening to a grade-appropriate story, students will work in pairs to identify
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• character, event, setting, story The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize characters, settings, and major events in a grade-appropriate story	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Connections

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate text (RI.K.3)	Sample Activities: Following read alouds of two stories, the student will answer questions to explain connections of characters, events, or ideas from the stories.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• character, connection, event, idea, individual, information, text The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall characters, events, ideas, or pieces of information that are connected in a grade-appropriate text	Sample Activities: Following read alouds of two stories, the student will work with a partner to describe how two characters are connected. The teacher will provide feedback relative to the responses given.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Use of Language

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• ask and answer questions about unknown words in a grade-appropriate text (RL.K.4)• distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>) (L.K.5d)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• action, answer, ask, question, shade of meaning, text, verb The student will perform basic processes, such as: <ul style="list-style-type: none">• answer teacher-provided questions about unknown words in a grade-appropriate text• describe the meaning of verbs describing the same general action	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Academic Vocabulary

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• ask and answer questions about unknown words in a grade-appropriate text (RI.K.4)• use grade-appropriate words and phrases acquired through conversations, reading, and being read to (L.K.6)	Sample Activities: After listening to a grade-appropriate text, the student will ask questions about unknown words and will participate in whole-group discussions about the words in order to derive meaning. Following discussion, students will demonstrate understanding by drawing a nonlinguistic representation of the word(s).
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, ask, conversation, question, text The student will perform basic processes, such as: <ul style="list-style-type: none">• identify unknown words in a grade-appropriate text• recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases	Sample Activities: The student will communicate when a word is unknown and participate in adding words to a word to support acquiring meaning of the unknown words.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Text Structures and Features

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• identify examples of common types of texts (e.g., storybooks, poems) (RL.K.5)• describe the front cover, back cover, and title page of a book (RI.K.5)	Sample Activities: After listening to a variety of texts, the student will sort the texts by type.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• back cover, book, example, front cover, poem, storybook, text, title page The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize common types of texts (e.g., storybooks, poems)• identify the front cover, back cover, and title page of a book	Sample Activities: The teacher will lead a whole group discussion about texts previously read. As the texts are discussed, the students will categorize them by type. Students will work in pairs to identify the front cover, back cover, and title page of a book.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Point of View

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none">describe the role of the author and illustrator in telling a story or presenting ideas and information (RL.K.6; RI.K.6)	<p>Sample Activities:</p> <p>The student will locate author's and illustrators' names on books and explain the role of each.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none">author, idea, illustrator, information, role, story <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none">identify the author and illustrator of a grade-appropriate text (RL.K.6; RI.K.6)	<p>Sample Activities:</p> <p>The teacher will provide each student with two cards that display the words <i>author</i> and <i>illustrator</i>. The teacher states an idea about one or the other. The students hold up the appropriate card to complete the statement.</p> <p>Example: <i>I have an idea for a story and write about it. I am the _____.</i></p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Visual/Auditory Media and Information Sources

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe the relationship between illustrations and a grade-appropriate story in which they appear (e.g., what moment in a story an illustration depicts) (RI.K.7)• describe the relationship between illustrations and a grade-appropriate text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts) (RI.K.7)	Sample Activities: The teacher will draw the student's attention to selected illustrations within a grade-appropriate story. Following examination of the pictures, the student will make predictions about the story.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• depict, idea, illustration, relationship, story, text The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize the relationship between illustrations and the grade-appropriate text or story in which they appear	Sample Activities: The teacher will provide numerous illustrations from previously read grade-appropriate stories. The student will place the illustration under the correct story title and describe which part of the story the illustration depicts.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Argument and Reasoning

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• identify the reasons an author gives to support points in a grade-appropriate text (RI.K.8)	Sample Activities: After participating in a read aloud of a big book, the teacher will lead a class discussion about the main points of the informational text. Students will assist the teacher in placing highlighter tape over text that provides supporting reasons.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• author, point, reason, support, text The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize details that support a teacher-provided main topic	Sample Activities: After participating in a read aloud of a big book, the teacher will lead a class discussion about the main points of the informational text. During the discussion, the teacher will display three sentence strips with detail statements (only one is from the text). The students will work in pairs to identify the sentence strip that has a detail from the text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Literary Comparisons and Source Material

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• compare and contrast the adventures and experiences of characters in familiar grade-appropriate stories (RL.K.9)	Sample Activities: <p>The student will participate in a whole-group discussion about characters in two or more familiar stories. As the discussion occurs, the teacher will capture likenesses and differences of characters in the stories.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• adventure, character, compare, contrast, experience, story The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall details of the adventures and experiences of characters in a familiar grade-appropriate story	Sample Activities: <p>The student will explain the difference between the words compare and contrast and provide examples of each from his/her own experiences (e.g., I have 2 sisters and my friend has 1 sister.; My house is blue but my friend's house is brick.).</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Rhetorical Criticism

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• identify basic similarities in and differences between two grade-appropriate texts on the same topic (e.g., in illustrations, descriptions, or procedures) (RI.K.9)	Sample Activities: The student will work with a partner to examine two books with a common topic and identify likenesses and differences of illustrations. Following partner work, students will participate in a whole-class share-out of likenesses and differences.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• description, illustration, procedure, similarity, text, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• identify features (e.g., illustrations, descriptions, or procedures) of a grade-appropriate text	Sample Activities: Following a read-aloud of two texts about the same topic, the students will recognize likenesses and differences of the texts. The teacher records student responses on a Venn diagram.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING

Fluency

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• actively engage in group reading activities with purpose and understanding (RL.K.10; RI.K.10)• read grade-appropriate text with purpose and understanding (RF.K.4)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• engage, purpose, text The student will perform basic processes, such as: <ul style="list-style-type: none">• participate in group reading activities	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Print Concepts

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will demonstrate understanding of the organization and basic features of print (RF.K.1):</p> <ul style="list-style-type: none"> • follow words from left to right, top to bottom, and page by page (RF.K.1a) • recognize that spoken words are represented in written language by specific sequences of letters (RF.K.1b) • understand that words are separated by spaces in print (RF.K.1c) • name all upper- and lowercase letters of the alphabet (RF.K.1d) • print upper- and lowercase letters (L.K.1a) 	<p>Sample Activities:</p> <p>The student will use a pointer to demonstrate left-to-right progression as the class choral reads from a big book.</p> <p>The student will circle places in a teacher-provided text where inadequate space is provided between words.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • alphabet, bottom, left, letter, lower-case, page, print, right, space, top, upper-case, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • orient book or text properly • identify a word on the page • identify letters in a word • recognize all upper- and lowercase letters of the alphabet (RF.K.1d) • use a teacher-provided model to print upper- and lowercase letters 	<p>Sample Activities:</p> <p>The student will use a pointer to identify upper- and lowercase letters as the teacher says chosen letters (e.g., uppercase 'A'; lowercase 'g').</p> <p>The student will use spacers (e.g., craft sticks, birthday candle, a cardstock strip) to indicate appropriate space between words within a text.</p> <p>The student will copy a teacher-provided sentence from chart paper or a white board.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Phonological Awareness

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will demonstrate understanding of spoken words, syllables, and sounds (phonemes) (RF.K.2):</p> <ul style="list-style-type: none"> • produce rhyming words (RF.K.2a) • blend and segment syllables in spoken words (RF.K.2b) • blend and segment onsets and rimes of single-syllable spoken words (RF.K.2c) • add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e) 	<p>Sample Activities:</p> <p>The student will sort picture cards into stacks of rhyming words and generate additional words for each sort.</p> <p>The student will be given a notecard with a one-syllable word written on it. Upon cue from the teacher, the student substitutes the initial sound with a different sound (e.g., “Change the “c” to a “b”. What is the new word?”).</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • blend, onset, rhyming, rime, segment, single, sound, syllable, word <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • recognize rhyming words (RF.K.2a) • count and pronounce syllables in spoken words (RF.K.2b) • identify onsets and rimes of single-syllable spoken words • isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not including CVCs ending with /l/, /r/, or /x/) (RF.K.2d) 	<p>Sample Activities:</p> <p>The teacher will say a set of three words out loud. After hearing the words, the student use hand signals (e.g., thumbs up or thumbs down) to indicate whether or not the words in the set rhyme.</p> <p>The teacher will say a word with not more than three syllables. The student will repeat the word, breaking it into parts to indicate the number of syllables (e.g., <i>borrow = bor row</i>).</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

READING FOUNDATIONS

Phonics and Word Analysis

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will know and apply grade-level phonics and word analysis skills in decoding words (RF.K.3): <ul style="list-style-type: none">• read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>) (RF.K.3c)• distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3d)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• differ, high-frequency, letter, similar, sound, word The student will perform basic processes, such as: <ul style="list-style-type: none">• produce the primary or many of the most frequent sounds for each consonant (RF.K.3a)• associate the long and short sounds with common spellings (graphemes) for the five major vowels (RF.K.3b)	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Argumentative

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate the features of opinion writing (W.K.1): <ul style="list-style-type: none">• use a combination of drawing, dictating, and writing to compose opinion pieces• tell a reader the topic or name of the book they are writing about• state an opinion or preference about the topic or book	Sample Activities: The student will complete an opinion stem (e.g., I like _____.; The best think about _____.; I think _____ is hard to do because _____.)
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• compose, dictate, opinion, piece, preference, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• complete a teacher-provided template to represent opinions	Sample Activities: The student will respond to a prompt that requires an opinion or preference by drawing an illustration(s) on a teacher-provided template.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Informative/Explanatory

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate grade-appropriate features of informative/explanatory writing (W.K.2): <ul style="list-style-type: none">• name a topic• supply information about the topic	Sample Activities: After listening to a grade-appropriate informational text, the student will illustrate information learned from the text.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• information, topic The student will perform basic processes, such as: <ul style="list-style-type: none">• complete a teacher-provided template for representing informative/explanatory information	Sample Activities: After listening to a grade-appropriate informational text, the student will use a teacher-provided template to illustrate steps needed to complete a task explained in the text.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING**Narrative****Kindergarten**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will write grade-appropriate narratives that (W.K.3): <ul style="list-style-type: none">• narrate a single event or several loosely linked events• tell about events in the order in which they occurred• provide a reaction to what happened	Sample Activities: The student will use words or pictures to tell about an event in the order in which it occurred.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• event, narrate, order, reaction The student will perform basic processes, such as: <ul style="list-style-type: none">• use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events	Sample Activities: The student will use a teacher-provided story map to illustrate a single event in the order in which it took place.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Revise and Edit

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will develop and strengthen grade-appropriate writing (e.g., respond to questions and suggestions from peers, add details to strengthen writing) by (W.K.5): <ul style="list-style-type: none">• planning• revising• editing	Sample Activities: The student will be presented a picture and a sentence that relate. After discussion, the student will independently revise the sentence to improve the original form.
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• edit, plan, revise The student will perform basic processes, such as: <ul style="list-style-type: none">• plan writing based on specific prompts from the teacher• revise writing based on specific prompts from the teacher (W.K.5)	Sample Activities: The student will be presented a picture and a sentence that relate. The teacher will lead a class discussion that results in an improved sentence that relates to the picture
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING**Technology****Kindergarten**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use a variety of digital tools to produce and publish grade-appropriate writing (W.K.6)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• digital, publish, technology, tool The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the features of various grade-appropriate technologies (e.g., word processor)	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING**Research****Kindergarten**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• participate in shared grade-appropriate research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them) (W.K.7)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• author, opinion, research The student will perform basic processes, such as: <ul style="list-style-type: none">• participate in shared grade-appropriate research and writing projects (e.g., explore an number of books by a favorite author and express opinions about them) using explicit teacher direction or a teacher-provided template	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

WRITING

Access and Organize Information

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a teacher-provided question (W.K.8)	Sample Activities: <p>The student will use personal experience or prior knowledge to respond to teacher-posed question. After partner sharing of responses, the teacher will record selected responses on class charts.</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, experience, information, question, recall, source The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall examples of appropriate materials to find information• find answers to teacher-provided questions using teacher-provided grade-appropriate resources	Sample Activities: <p>The student will select questions (e.g., Who? What? When? Why? How?) from a large question graphic posted in the classroom. The teacher will provide sources (e.g., grade-appropriate texts, real alouds, electronic texts) for students to use in gathering information that answers the selected questions.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING**Collaborative Discussions****Kindergarten**

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in small and larger groups (SL.K.1): <ul style="list-style-type: none">• continue a conversation through multiple exchanges (SL.K.1b)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• conversation, exchange The student will perform basic processes, such as: <ul style="list-style-type: none">• participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in groups with teacher modeling• follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion) (SL.K.1a)	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Evaluate Presented Information

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• ask and answer questions about key details and request clarification if something is not understood from text read aloud or information presented orally or through other grade-appropriate media (SL.K.2)• ask and answer questions in order to seek help, get information, or clarify something that is not understood (SL.K.3)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• answer, ask, clarification, clarify, detail, information, media, orally, question, text The student will perform basic processes, such as: <ul style="list-style-type: none">• answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Speech Writing

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• describe familiar people, places, things, and events in an oral presentation (SL.K.4)	Sample Activities: The student will use visualization strategies (e.g., <i>Make a Movie in Your Mind</i>) to describe details of topics (e.g., people, places, things, events).
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• describe, event, oral The student will perform basic processes, such as: <ul style="list-style-type: none">• orally answer teacher-provided questions	Sample Activities: The student will respond to teacher questions related to people, places things, and events in order to visualize details.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

SPEAKING AND LISTENING

Presentation and Delivery

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate proper grade-appropriate oral presentation techniques: <ul style="list-style-type: none">• use drawings or other visual displays (SL.K.5)• clearly express thoughts, ideas, opinions, and feelings orally (SL.K.6)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• audibly, feeling, idea, opinion, visual The student will perform basic processes, such as: <ul style="list-style-type: none">• speak audibly (SL.K.6)	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Grammar

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate command of the conventions of standard grade-appropriate English grammar and usage in context when writing or speaking (L.K.1): <ul style="list-style-type: none">• use frequently occurring nouns and verbs (L.K.1b)• form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>) (L.K.1c)• use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) (L.K.1e)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• noun, plural, preposition, verb The student will perform basic processes, such as: <ul style="list-style-type: none">• use grade-appropriate grammar in isolation	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Sentences

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) (L.K.1d)• expand complete sentences in shared language activities (L.K.1f)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• complete sentence, expand, interrogative, produce, question The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall examples of question words• produce complete sentences in shared language activities (L.K.1f)	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Capitalization and Punctuation

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will demonstrate command of the conventions of standard grade-appropriate English capitalization and punctuation in context when writing (L.K.2): <ul style="list-style-type: none">• capitalize the first word in a sentence and the pronoun I (L.K.2a)• recognize and name end punctuation (L.K.2b)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• capitalize, end punctuation, pronoun, sentence The student will perform basic processes, such as: <ul style="list-style-type: none">• demonstrate the use of grade-appropriate conventions in isolation	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Spelling

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• write a letter or letters for most consonant and short vowel sounds (phonemes) (L.K.2c)• spell grade-appropriate words phonetically, drawing on knowledge of sound-letter relationships (L.K.2d)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• consonant, letter, short vowel, sound, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize or recall sound-letter relationships	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Context Clues

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• apply new meanings to familiar words (e.g., knowing <i>duck</i> is a bird and a verb) (L.K.4a)	Sample Activities:
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• familiar, meaning, word The student will perform basic processes, such as: <ul style="list-style-type: none">• recognize new meanings to familiar words when pointed out by the teacher	Sample Activities:
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Origins and Roots

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	The student will: <ul style="list-style-type: none">• use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown grade-appropriate word (L.K.4b)	Sample Activities: <p>The teacher will hold up a card displaying a base word (e.g., work, fold, use) and say the word. Students will repeat the word in choral response. The teacher will hold up a second card that displays the base word with an affix (e.g., worked, unfold, useful). Students will look at the two words. Upon teacher cue, the students will turn and talk, explaining the difference between the two words (both spelling and meaning).</p>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none">• affix, clue, meaning, word The student will perform basic processes, such as: <ul style="list-style-type: none">• identify frequently occurring inflections and affixes	Sample Activities: <p>The teacher will write a word that has an affix on the board or chart paper (e.g., worked, unfold, useful). Upon cue, a student will underline the affix. The teacher will use probing questions to help the student determine how the affix impacts the meaning of the word.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	

LANGUAGE

Word Relationships

Kindergarten

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"> • sort common objects into categories and describe each category (L.K.5a) • demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L.K.5b) • explain the real-life connections between grade-appropriate words and their use (e.g., describe places at school that are <i>colorful</i>) (L.K.5c) 	<p>Sample Activities:</p> <p>The student will work with a partner to sort words that are on notecards into categories. After completing the sorting process, the pair will determine a title for each category and record it on a blank notecard.</p>
Score 2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • adjective, antonym, category, opposite, relate, sort, verb <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • sort common objects into teacher-provided categories and describe each category • recognize opposites of frequently occurring verbs and adjectives • identify examples of real-life connections between grade-appropriate words and their use (e.g., identify places at school that are <i>colorful</i>) 	<p>Sample Activities:</p> <p>The student will use pictures from magazines to create a collage that demonstrates the connection between a grade-appropriate word and its uses.</p>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
Score 0.0	Even with help, no success	