

Strand: Reading Foundations-Print Concepts

Topic: K.RF.2.4-Recognize and Name Letters

Level: Kindergarten

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student:	<ul style="list-style-type: none"> Fluently recognizes and names (within 3 seconds per letter) all uppercase and lowercase letters of the alphabet out of order with solid recognition of b and d. 	<ul style="list-style-type: none"> Student will fluently recognize and name 52/52 of the uppercase and lowercase letters of the alphabet out of order within three seconds Students will recognize and name letters from a written list of letters not in alphabetical order within 3 seconds
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:	<ul style="list-style-type: none"> Fluently recognizes and names (within 3 seconds per letter) all uppercase and lowercase letters of the alphabet out of order, b d confusion is acceptable <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student will fluently recognize and name 52/52 of the uppercase and lowercase letters of the alphabet out of order within three seconds b,d confusion is allowed Students will recognize and name letters from a written list of letters not in alphabetical order within 3 seconds
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Student recognizes and names 47/52 of the uppercase and lowercase letters of the alphabet out of order within three seconds
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> lowercase, uppercase, vowel, consonant, alphabet, letter performs basic processes, such as: <ul style="list-style-type: none"> Recognizes and names many of the uppercase/lowercase letters out of order 38/52 within three seconds per letter <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will recognize 38/52 of the uppercase and lowercase letters of the alphabet from a written list not in alphabetical order within three seconds
	1.5	Partial knowledge of the 2.0 content with recognition only, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> Student recognizes and names 26/52 of the uppercase and lowercase letters from a written list of letters not in alphabetical order within 3 seconds
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Reading –Phonological Awareness

Topic: K.RF.3.1-Produce Rhyming Words

Level: Kindergarten

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Orally produces rhyming phrases Produces multisyllabic rhyming words in a series of three words 	<ul style="list-style-type: none"> Student will orally produce rhyming words in a series of 3 multisyllabic words ie...honey: money, bunny, sunny
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	<ul style="list-style-type: none"> Student will orally produce rhyming words in a series of 3 single syllable words ie..cat: sat, bat, mat
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Produces single syllable rhyming words 8/10 times <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student will orally produce single syllable rhyming words, Example: “Listen to my word...’cat’ what is a word that rhymes with ‘cat?’” (8/10) If child uses same onset rhyme encourage them to use a variety of onset sounds At all levels real and nonsense words are acceptable
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	<ul style="list-style-type: none"> Student will orally produce most single syllable rhyming words, per example above. (7/10)
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> rhyme, listen, recognize, produce performs basic processes, such as: <ul style="list-style-type: none"> Orally or pictorially identifies which single syllable words rhyme as teacher directs <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will be given a picture and will have to find or say the picture that rhymes. Example: “Here is a picture of a bat can you find or say the picture that rhymes with bat?” (6/10)
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Reading-Phonics			
Topic: K.RF.4.1-Produce Letter Sounds			
Level: Kindergarten			
Score	In addition to Score 3.0, the student:		Sample Tasks
4.0	<ul style="list-style-type: none"> produces combination sounds (wh, th, ch, sh, ph, ck) independently (without the prompting of letter name) 		<ul style="list-style-type: none"> Students will independently (without the prompting of letter name) be able to produce combination sounds (wh, th, ch, sh, ph, ck)
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Produces 100% of the primary sounds for each consonant Recognizes and produces the short and long sounds with common spelling (graphemes) for the five major vowels with prompting. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Student will independently (without the prompting of letter name) produce 100% of the consonant letter sounds and the ten major short and long vowels “what is the sound for short /a/?” “what is the sound for long /a/?” or “what two sounds does this letter make?” from a written list of letters not in alphabetical order
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Student will independently produce at least 16/21 consonant and the 5 short vowel sounds.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> consonant, sound, vowel, letter performs basic processes, such as: <ul style="list-style-type: none"> Produces 20/26 primary consonant and short vowel sounds. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Students will independently produce 20/26 sounds in any combination of consonant and vowel sounds.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> Students will independently produce 15-19 sounds in any combination of consonant and vowel sounds.
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Students will independently produce 10-14 sounds in any combination of consonant and vowel sounds.
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>		

Strand: Reading- Phonological Awareness

Topic: K.RF.3.5-Substitute Sounds

Level: Kindergarten

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> Orally adds, deletes, or substitutes multiple sounds (phonemes) in words to make new words, student can change sounds in one position at a time 	<ul style="list-style-type: none"> Student will orally add, delete, or substitute multiple sounds (phonemes) one at a time, without showing the original word again to create new words. Example: Bat, change the first sound to /s/. Slat. Now change the last sound to /b/. Slab Blends and digraphs used for initial sounds
	<p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.</p>	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> Orally adds, deletes, or substitutes individual sounds (phonemes) in all positions of simple, one-syllable words, such as cat or run, to make new words <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student will orally add, delete, or substitute individual sounds (phonemes) in simple, one-syllable words in all positions to make new words. Example: “Change the last sound in <i>pig</i> to /t/. What is the new word? Change the middle sound in <i>bit</i> to /a/. What is the new word?”
	<p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p>	<ul style="list-style-type: none"> Student will orally add, delete, or substitute individual sounds (phonemes) in a single syllable word B,M,E with visual supports.
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> sound, vowel, beginning, middle, end, letter, substitute, produce performs basic processes, such as: <ul style="list-style-type: none"> Orally substitutes single sound (phoneme) to the beginning of a word family chunk to make a new word, such as adding “c” or “m” to “at” to make “cat” or “mat” and changing the first sound in “mat” to “b” what is the new word? <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student will orally substitute a single sound (phoneme) at the beginning of a word family chunk to make new words. Example: “Change the first sound in <i>mat</i> to /b/. What is the new word? Change the first sound in <i>mat</i> to /c/. What is the new word?” Students may be given a visual.
	<p>1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	
	<p>0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Reading-Phonics
Topic: K.RF.4.2-Blending Sounds

Level: Kindergarten

		Sample Tasks
Score 4.0	<p>In addition to Score 3.0, the student:</p> <ul style="list-style-type: none"> ● recodes CCVC and CVCE words <ul style="list-style-type: none"> ○ By recoding or whole word reading and applying it in multiple measures such as list of words, in text reading, or NWF 	<ul style="list-style-type: none"> ● Students will recode CCVC and CVCE words <ul style="list-style-type: none"> ○ By recoding or whole word reading and applying it in multiple measures such as list of words, nonsense words or in text reading
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	<p>The student:</p> <ul style="list-style-type: none"> ● Blends the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) in 8/10 words. *This does not include CVCs ending with /l/, /r/, or /x/ <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Students will read CVC words <ul style="list-style-type: none"> ○ By recoding or whole word reading and applying it in multiple measures such as list of words, nonsense words or in text reading
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> ● Students recode two out of the 3 sounds on CVC words
Score 2.0	<p>There are no major errors or omission regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ beginning, middle, end, vowel, consonant, sound, letter, blend ● performs basic processes, such as: <ul style="list-style-type: none"> ○ fluently states the sounds correctly in an attempt to recode words. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Student can fluently state all the sounds correctly in a CVC word with an attempt to recode
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading-Phonics		
Topic: K.RF.4.4-High Frequency Words		
Level: Kindergarten		
Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> reads the first 100 Fry Words with 100% accuracy in text 	<ul style="list-style-type: none"> Students will read the first 100 Fry Words with 100% accuracy in text
	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Students will read the first 90/100 Fry Words with 100% accuracy in text
Score 3.0	The student: <ul style="list-style-type: none"> Reads 80 of the first 100 Fry Words by sight fluently and accurately (within 3 seconds per word) in text. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Student will read the 80 of the first 100 Fry Words with 100% accuracy in text
	2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Student will read (60) of the first 100 Fry Words accurately in text
Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> word performs basic processes, such as: <ul style="list-style-type: none"> Reads 40 of the first 80 Fry Words fluently and accurately, (within 3 seconds per word) in text. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student will read (40) of the first 80 Fry Words accurately in text
	1.5 Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> Student will read (20) of the first 100 Fry Words accurately in text
Score 1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student will read (10) of the first 100 Fry Words accurately in text
	0.5 With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	<p>Even with help, no understanding or skill demonstrated.</p>	

Strand: Reading

Topic: K.RF.5-Read and Understand Grade Level Text

Level: Kindergarten

Score 4.0	In addition to Score 3.0, the student: <ul style="list-style-type: none"> reads Guided Reading level E text independently. answers explicit and implicit questions using the book 	<ul style="list-style-type: none"> Students will consistently read Guided Reading level E text independently. Then students will proficiently answer explicit and implicit questions with book in hand.
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	<ul style="list-style-type: none"> Student reads Guided Reading level D text independently and answers explicit and implicit questions with book in hand.
Score 3.0	The student: <ul style="list-style-type: none"> Reads Guided Reading level C text at the independent level with purpose and understanding using appropriate pacing and self-correcting strategies while reading Proficiently answers explicit and implicit questions with book in hand. <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students will consistently read Guided Reading level C text –independent level. Then students will proficiently answer explicit and implicit questions with book in hand. If using TRC, teacher may hand book back to student after TRC assessment concludes to get an accurate portrayal of student knowledge about the book.
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	<ul style="list-style-type: none"> Student reads Guided Reading level C text- instructional level and answers explicit and implicit questions with book in hand.
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> illustrator, author, characters, setting, ideas, major events, question, retell, text, title, front cover, back cover, title page, purpose, fiction, non-fiction, understand performs basic processes, such as: <ul style="list-style-type: none"> Reads Guided Reading level B text at the instructional or independent level. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Student will consistently read Guided Reading level B text at the instructional or independent level. Then students will proficiently answer explicit and implicit questions with book in hand. If using TRC, teacher may hand book back to student after TRC assessment concludes to get an accurate portrayal of student knowledge about the book.
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> Student reads Guided Reading level A text at the instructional or independent level and answers explicit and implicit questions with book in hand.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	<ul style="list-style-type: none"> Student reads Guided Reading level RB text independently and answers explicit and implicit questions with book in hand.
0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	<ul style="list-style-type: none"> Student reads Guided Reading level PC text at the instructional or independent level and answers explicit and implicit questions with book in hand.
Score 0.0	Even with help, no understanding or skill demonstrated.	

Strand: Reading Literature

Topic: K.RL.2.2 - Retell

Level: Kindergarten

		Sample Tasks	
Score 4.0	In addition to Score 3.0, the student: <ul style="list-style-type: none"> retells beginning/middle/end of familiar stories, poems, and nursery rhymes, including key details such as character, setting, and central message. Text may be read aloud to student two times before assessing 	<ul style="list-style-type: none"> You may prompt with words: character, setting, and central message 	
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student: <ul style="list-style-type: none"> Retells the beginning/middle/end in order of familiar stories, poems, and nursery rhymes <ul style="list-style-type: none"> Text may be read aloud to the students two times before assessing <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Students retell beginning/middle/end in order from Benchmark big book stories, poems, and nursery rhymes 	
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> questions, retell, detail, listen, beginning, middle, end performs basic processes, such as: <ul style="list-style-type: none"> retells some parts out of order beginning/middle/end of familiar stories, poems, and nursery rhymes Text may be read aloud two times to the students <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students can retell some parts out of order beginning/middle/end of familiar stories, poems, and nursery rhymes <ul style="list-style-type: none"> Text may be read aloud two times to the students 	
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Speaking and Listening

Topic: K.SL.2.5- Discussion and Collaboration

Level: Kindergarten

		Sample Tasks	
Score 4.0	The student:		
	<ul style="list-style-type: none"> continues a conversation with 4 out of 4 exchanges: one-on-one, with peers, whole group, unfamiliar adults. 		<ul style="list-style-type: none"> Student will engage in conversations with adults and peers socially and academically throughout 100% of the daily routines in all areas: one on one, small group, and whole group, and with unfamiliar adults
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
Score 3.0	The student:		
	<ul style="list-style-type: none"> continues a conversation with 3 out of 4 exchanges: one-on-one, with peers, whole group, unfamiliar adults. <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> Student will engage in conversations with adults and peers socially and academically throughout 100% of the daily routines in 3 out of 4 areas: one on one, small group, and whole group, unfamiliar adults
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student:		
	<ul style="list-style-type: none"> recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> retell, listen, answer, ask, converse, opinion, explain, share performs basic processes, such as: <ul style="list-style-type: none"> Engages in conversations with adults and peers socially and academically throughout the daily routines through multiple combinations: one-on-one, with peers, whole group, unfamiliar adults, 2 out of 4 scenarios <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> Peers: think pair share, turn and talk, partner reading Whole Group: Show and Tell, sharing writing or answers, number talks One-on-One: Teacher small group Unfamiliar Adults: custodians, Principal, Related Arts, parent volunteers etc.
	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. Student performs 1 out of the 4 scenarios	
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
	0.5	With help, a partial understanding of the 2.0 content, but not the 3.0 content.	
Score 0.0	Even with help, no understanding or skill demonstrated.		

Strand: Writing

Topic:K.W.3.2 and K.W 3.3- Writing

Level: Kindergarten

Score	In addition to Score 3.0, the student:	Sample Tasks
4.0	<ul style="list-style-type: none"> ● writes a focused writing piece about a chosen topic that includes <ul style="list-style-type: none"> ○ Clear topic ○ Includes 4 or more written supporting details using a variety of sentence starters 	<ul style="list-style-type: none"> ● Student will write about the chosen topic or book <ul style="list-style-type: none"> ○ Clear topic ○ 4 or more supporting details using supporting pictures and words using a variety of sentence starters
3.5	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning with partial success.</p> <ul style="list-style-type: none"> ○ Use words and supporting pictures to develop a written piece with an independently chosen topic and provide three sentences about the topic using a variety of sentence starters ○ Picture(s) and sentences should relate to each other (i.e. The dog is brown. There should be a brown dog in the student's picture.) 	<ul style="list-style-type: none"> ● Student can write a piece about the chosen topic or book <ul style="list-style-type: none"> ○ Clear topic ○ 3 sentences using a variety of sentence starters ○ Picture and sentence should relate to each other (i.e. The dog is brown. There should be a brown dog in the student's picture)
3.0	<p>The student:</p> <ul style="list-style-type: none"> ● writes a focused piece about the chosen topic that uses words and a detailed picture to develop a written piece with 2 sentences <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> ● Student can write about the chosen topic or book <ul style="list-style-type: none"> ○ Detailed picture ○ Clear Topic ○ Two sentences
2.5	<p>No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.</p> <ul style="list-style-type: none"> ● Students can write about the chosen topic or book <ul style="list-style-type: none"> ○ Transfers one idea into a sentence 	<ul style="list-style-type: none"> ● Students can write and draw about the chosen topic or book <ul style="list-style-type: none"> ○ Transfers one idea into a sentence
2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> ● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> ○ nonfiction, fiction, support, print, share, explain ● performs basic processes, such as: <ul style="list-style-type: none"> ○ writes and draws a written piece about the chosen topic using the following: <ul style="list-style-type: none"> ▪ pictures with labels ▪ students can label with sound spelling <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Student can write and draw about the chosen topic or book <p>It can include:</p> <ul style="list-style-type: none"> ○ Labels with sound spelling ○ pictures with labels
1.5	<p>Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.</p>	<ul style="list-style-type: none"> ● Students can use combination of writing (labeling) with the first sound and pictures
1.0	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>	<ul style="list-style-type: none"> ● Students can write a dictated highlighted sentence with matching picture and teacher help
0.5	<p>With help, a partial understanding of the 2.0 content, but not the 3.0 content.</p>	<ul style="list-style-type: none"> ● Students can use letter strands or trace a highlighted dictated sentence with teacher help on a graphic organizer
0.0	<p>Even with help, no understanding or skill demonstrated.</p>	