**Reading Literature and Informational Text**

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to independently and consistently retell a familiar story/text using multiple details (including characters and setting). |  |
| **3** |  | With prompting and support student is able to retell 2-3 details from a familiar story/text. |  |
| **2** |  | With prompting and support student is able to retell 1-2 details from a familiar story/text. |  |
| **1** |  | With substantial prompting and support student continues to misinterpret a familiar story/text.  |  |

Area of assessment: Retelling stories using key details with support

Area of assessment: Asks and answers questions about details in a text with support

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to ask and answer questions about familiar texts read aloud (including the following who, what, where, when, why, how or main topic, key details) with independence  | Student is able to 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 minimal prompting and support student is able answer questions about familiar texts read aloud (including the following who, what, where, when, why, how or main topic, key details). | With some prompting and support, student is able to consistently answer questions about familiar texts read aloud (including the following: who, what, where, when, why, how or main topic, key details). |  |
| **2** | With prompting and support, student is able to answer some questions about familiar texts and read alouds.  | With prompting and support, student is able to answer some questions about familiar texts and read alouds.  |  |
| **1** | With additional prompting and support, student continues to have difficulty answering questions about familiar texts read aloud | With additional prompting and support, student continues to have difficulty answering questions about familiar texts read aloud. |  |

**Foundational Skills: Phonics and Sight Words**

AREA OF ASSESSMENT: Recognizes and produces rhyming words

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to recognize rhyming words orally and within a text. Student is able to generate multiple words that rhyme.  | Student is able to consistently recognize rhyming words orally and within a text. Student is able to generate multiple words that rhyme.  |  |
| **3** | Student is able to recognize a pair of rhyming words and can produce an additional word that rhymes.  | Student is able to consistently recognize a pair of rhyming words and can produce additional words that rhymes.  |  |
| **2** | With promoting and support student is able to recognize a pair of rhyming words and is able to produce an additional rhyming word.  | With additional support student is able to recognize a pair of rhyming words and is able to produce an additional rhyming word.  |  |
| **1** | With additional prompting and support, student continues to have difficulty identifying and producing rhyming words.  | With support, when given three words, student has difficulty identifying the two words that rhyme.  |  |

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to recognize all uppercase and lowercase letters.  | Student is able to consistently recognize all uppercase and lowercase letters.  |  |
| **3** | Student is able to recognize and name uppercase and lowercase letters taught to date.  | Student is able to consistently recognize and name uppercase and lowercase letters taught to date.  |  |
| **2** | Student is able to recognize and name more than half of the uppercase and lowercase letters taught to date.  | Student is able to recognize and name more than half of the uppercase and lowercase letters taught to date.  |  |
| **1** | Student is able to recognize and name less than half of the uppercase and lowercase letters taught to date.  | Student is able to recognize and name less than half of the uppercase and lowercase letters taught to date.  |  |

AREA OF ASSESSMENT: Produces the primary sound for each consonant

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to produce the primary sound for all consonants with support. | Student is able to produce the primary sound for all consonants with support. |  |
| **3** | Student is able to produce the primary sound of the consonants taught to date with support  | Student is able to produce the primary sound of the consonants taught to date with support  |  |
| **2** | Student is able to produce the primary sound of more than half of the consonants taught to date with support.  | Student is able to produce the primary sound of more than half of the consonants taught to date with support.  |  |
| **1** | Student is able to produce the primary sound of less than half of the consonants taught to date with support.  | Student is able to 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 | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to recognize all kindergarten sight words and high frequency words and reads them consistently within a text. |  |
| **3** | Student is able to recognize all sight words and high frequency words taught to date.  |  |
| **2** | Student is able to recognize more than half of sight words and high frequency words taught to date.  |  |
| **1** | Student is able to recognize less than half of sight words and high frequency words taught to date.  |  |

**Language and Writing**

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to draw a detailed picture and uses letters to represent the beginning and ending sounds in words when writing narrative pieces.  | Student is able to draw a detailed picture and consistently uses letters to represent the beginning, middle and ending sounds in words when writing narrative pieces. Student is able to write a complete sentence. Student is able to reread back all written work. (narrative and informational pieces) |  |
| **3** | Student is able to draw a recognizable picture and uses letters to represent the beginning sounds in words when writing narrative pieces.  | Student is able to draw a recognizable picture and uses letters to represent the beginning and ending sounds in words. Student is able to construct a simple sentence. Student is able to reread back some written work. ( narrative and informational pieces) |  |
| **2** | Student is able to draw a recognizable picture with labels when writing narrative pieces.  | Student is able to draw a recognizable picture and use letters to represent the beginning sounds in words. (narrative and informational pieces) |  |
| **1** | Student is able to 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 is able to draw a recognizable picture, label, and use letter strings. (narrative and informational pieces) |  |

**Conventions of Standard English**

AREA OF ASSESSMENT: Prints upper and lowercase letters

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to neatly write all uppercase and lowercase letters of the alphabet.  |
| **3** | Student is able to write uppercase and lowercase letters of the alphabet taught to date.  | Student is able to write uppercase and lowercase letters of the alphabet taught to date.  |  |
| **2** | Student is able to copy uppercase and lowercase letters taught to date.  | Student is able to copy uppercase and lowercase letters taught to date.  |  |
| **1** | Student is able to trace uppercase and lowercase letters taught to date.  | Student is able to trace uppercase and lowercase letters taught to date.  |  |

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to capitalize consistently in writing.  |  |
| **3** |   | Student is able to capitalize frequently in writing.  |  |
| **2** |  | Student is able to occasionally in writing.  |  |
| **1** |  | Student is able to capitalize in writing with prompting and support.  |  |

AREA OF ASSESSMENT: Spells simple words phonetically, CVC words – consonant, vowel, consonant (c-a-t, d-o-g)

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able write words consistently using the correct letters to represent the beginning, middle, and ending sounds (CVC words\*). |  |
| **3** |   | Student is able to write words using letters to represent the beginning and ending sounds.  |  |
| **2** |  | Student is able to write words using letters to represent the beginning sound.  |  |
| **1** |  | Student is able to use random letters or symbols to write words. Letters may or may not include the sounds heard in words.  |  |

**Speaking and Listening**

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student can communicate personal experiences with details in sequential order. Student can describe his/her feelings as well as peers effectively.  |
| **3** | Student is able to express information about familiar persons, places, and objects, or experiences to answer a question clearly. Student is able to communicate some personal experience with details. Student is able to describe his/her feelings.  |
| **2** | Student is able to express information about familiar persons, places, and objects, or experiences to answer a question with some misinterpretation. Student will be able to communicate some personal experiences with teacher support. Student requires modeling and support to describe his/her feelings.  |
| **1** | Student 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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to be an active participant. Student able to share insightful and reflective ideas. Student will initiate conversations and demonstrates higher level thinking. Student will listen to peers while they are speaking. Student acts as a role model for making meaningful contributions to discussions.  |
| **3** | Student is able to express his/herself clearly. Student will contribute information that is relevant and stays on topic with supporting details/evidence. Student will generate questions for peers/teachers. Student will listen to peers while they are speaking.  |
| **2** | Student will be able to express himself/herself when called upon by the teacher. Student contributes information that is somewhat relevant to the discussion and tends to go “off” topic.  |
| **1** | Student is reluctant to express him/herself. Student requires teacher support and modeling to contribute information and stay “on” topic.  |

**Counting and Cardinality**

AREA OF ASSESSMENT: Writes numbers from 0 to 20

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to write numbers up to 10 and beyond with independence  | Student is able to write numbers up to 20 and beyond with independence  |  |
| **3** | Student is able to write numbers taught to date with independence  | Student is able to write numbers taught to date with independence  |  |
| **2** | Student is able to copy numbers taught to date | Student is able to copy numbers taught to date |  |
| **1** | Student is able to trace numbers taught to date | Student is able to trace numbers taught to date |  |

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | When given a collection of 10 or more objects, student will be able to demonstrate one to one correspondence in counting objects and identify the correct number of objects.  | When given a collection of 15 or more objects, student will be able to demonstrate one to one correspondence in counting objects and identify the correct number of objects.  |  |
| **3** | When given a collection of less than to 10 objects, students can count objects with one to one correspondence and identify the correct number of objects.  | When given a collection of less than to 15 objects, students can count objects with one to one correspondence and identify the correct number of objects.  |  |
| **2** | With support, student will be able count a collection of up to 5 objects with one to one correspondence and may/may not identify the correct number of objects.  | With support, student will be able count a collection of up to 10 objects with one to one correspondence and may/may not identify the correct number of objects. |  |
| **1** | With additional prompting and support, student continues to have difficulty counting a collection of less than 5 objects and may/may not identify the correct number of objects.  | With additional prompting and support, student continues to have difficulty counting a collection of less than 10 objects and may/may not identify the correct number of objects.  |  |

AREA OF ASSESSMENT: Compares numbers

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Student is able to identify whether the numbers of objects in a group is greater than/less, or equal to the number of objects in another group (group size more than 5) | Student is able to identify whether the numbers of objects in a group is greater than/less, or equal to the number of objects in another group (group size more than 10) |  |
| **3** | Student is able to 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 is able to 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) |  |
| **2** | With prompting and support, student will be able to 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 will be able to compare the number of objects in two groups, identify equal quantities , but has difficulty identifying greater/less than (group size to 10). |  |
| **1** | With additional prompting and support, student continues to have difficulty comparing the number of objects in two groups.  | With consistent prompting and support, student continues to have difficulty comparing the number of objects in two groups, identifying equal quantities , and identifying greater/less than.  |  |

AREA OF ASSESSMENT: Counts by ones and tens to 100

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|  | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** |   | Student is able to consistently and independently count beyond 100 by tens and ones.  |  |
| **3** |  | Student is able to consistently count to 100 by tens and ones.  |  |
| **2** |  | With prompting and support, student is able to count to 100 by tens and ones.  |  |
| **1** |  | With teacher assistance, student is able to 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 | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** |   | Student is able to consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps),acting out situations, verbal equations beyond 10 or fluently without objects, etc. to 10. |  |
| **3** |  | Student is able to consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 10. |  |
| **2** |  | Student is able to consistently represent addition/subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal expressions, or equations to 5. |  |
| **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 to 5. |  |

**Numbers and Operations in Base Ten**

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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** |  | Student is able to consistently compose and decompose numbers above 19 using more than one approach, i.e. using objects, drawings, and or equations.  |  |
| **3** |  | Student is able to consistently compose and decompose numbers from 11-19 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)

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Not assessed at this time | Student is able to consistently and independently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), for more than 2 objects. |
| **3** |  |  | Student is able to consistently describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), between 2 objects. |
| **2** |  |  | With prompting and support student is able to describe and compare measurable attributes (using shorter, longer, taller, heavier, lighter), between 2 objects. |
| **1** |   |  | With prompting and support student is able to 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

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to 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 of trapezoids, rhombuses, prisms, pyramids, and additional shapes not previously learned in class.  |  |
| **3** |  | Student is able to consistently identify all shapes listed above, describe all 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 is able to 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. |  |
| **1** |   | With additional prompting and support, student continues to have difficulty identifying the shapes listed above, describing some of the distinguishing characteristics, and inconsistently describe the shape’s relative position. |  |

AREA OF ASSESSMENT: Analyzes (explain) and compares the similarities and differences between 2D and 3D shapes

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| Rubric | Quarter 1 | Quarters 2 & 3 | Quarter 4 |
| **E** | Not assessed at this time | Student is able to consistently independently analyze and compare/contrast two-and three-dimensional shapes using more formal language to describe their similarities, differences, and other attributes.  |  |
| **3** |  | Student is able to 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 will be able to analyze and compare two- and three-dimensional shapes using informal language to describe their similarities, differences, and other attributes. |  |
| **1** |  | With additional prompting and support student continues to have a limited understanding of attributes and relationships of two-and three dimensional shapes. |  |

**Science**

Based on Next Generation Science Standards (NGSS), K-4 students will develop a greater capacity for connecting knowledge across the physical, space, earth, and life sciences. Students will begin to form connections between concepts and skills while carrying out investigations and constructing explanations.

Topics of study in Grade K include:

* Plant and Animal Needs
* Weather and Seasons
* Forces, Machines, and Engineering

**Social Studies**

Based on the Connecticut Social Studies Frameworks, K-4 students will develop a greater appreciation and understanding of our school, the town of Woodstock, the state of Connecticut, and regions of the United States. The four disciplines across the grades are economics, geography, history, and civics.

Topics of study in Grade K include:

* Citizenship in the Community
* The Impact of Geography on my Life
* Diversity and Culture in the World
* Using Evidence to Learn about our Past