

Grading Benchmarks – KINDERGARTEN

READING READINESS

1) Identifies upper and lower case letters.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---------------------------------|------------------------------|--------------------------------|---------------------------------|
| 1st | Student recognizes 11 or below. | Student recognizes 12 to 17. | Student recognizes 18 to 39. | Student recognizes 40+ letters. |
| 2nd | Student recognizes 17 or below. | Student recognizes 18 to 39. | Student recognizes 40 to 53. | Student recognizes 54 letters. |
| 3rd | Student recognizes 39 or below. | Student recognizes 40 to 53. | Student recognizes 54 letters. | |

2) Identifies letter sounds.

| Trimester | 1 | 2 | 3 | 4 |
|------------|-------------------------------|----------------------------|-----------------------------|------------------------------|
| 1st | Student produces 2 or below. | Student produces 3 to 5. | Student produces 6 to 13. | Student produces 14+ sounds. |
| 2nd | Student produces 5 or below. | Student produces 6 to 13. | Student produces 14 to 19. | Student produces 20+ sounds. |
| 3rd | Student produces 19 or below. | Student produces 20 to 25. | Student produces 26 sounds. | |

3) Distinguishes beginning sounds in words.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|--|--|
| 2nd | Student is unable to distinguish beginning sounds that have been presented. | Student can distinguish some beginning sounds that have been presented. | Student consistently distinguishes beginning sounds that have been presented. | Student consistently distinguishes all beginning sounds and can produce a word for each. |
| 3rd | Student is unable to distinguish beginning sounds or produce a word for each. | Student can distinguish some beginning sounds and produce some words. | Student consistently distinguishes all beginning sounds and can produce a word for each. | |

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4) Distinguishes ending sounds in words.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|---|
| 2nd | Student is unable to distinguish ending sounds that have been presented. | Student can distinguish some ending sounds that have been presented. | Student consistently distinguishes ending sounds that have been presented. | Student consistently distinguishes all ending sounds. |
| 3rd | Student is unable to distinguish ending sounds in words. | Student can distinguish some ending sounds. | Student consistently distinguishes all ending sounds. | |

5) Recognizes and produces rhyming words.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|---|
| 2nd | Student is unable to recognize and produce rhyming words. | Student can recognize and produce rhyming words some of the time. | Student can recognize and produce rhyming words consistently. | |
| 3rd | Student is unable to recognize and produce rhyming words. | Student can recognize and produce rhyming words some of the time. | Student can recognize and produce rhyming words consistently. | |

6) Recognizes grade-level sight words.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|---|---|
| 1st | Student is unable to recognize sight words. | Student recognizes 1 to 4 sight words on Word Identification Assessment. | Student recognizes 5 to 9 sight words on Word Identification Assessment. | Student recognizes at least 10 to 24 sight words on Word Identification Assessment. |
| 2nd | Student recognizes 4 or fewer sight words on Word Identification Assessment. | Student recognizes 5 to 9 sight words on Word Identification Assessment. | Student recognizes at least 10 to 24 sight words on Word Identification Assessment. | Student recognizes 25 or more sight words on Word Identification Assessment. |
| 3rd | Student recognizes 19 or fewer sight words on Word Identification Assessment. | Student recognizes 20-24 sight words on Word Identification Assessment. | Student recognizes 25 to 34 sight words on Word Identification Assessment. | Student recognizes 35 or more sight words on Word Identification Assessment. |

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7) Independent reading level.

| Trimester | 1 | 2 | 3 | 4 |
|--|--|---|---|---|
| 2nd | Student is unable or rarely able to demonstrate reading behaviors. | Student has achieved reading success at Level A or B. | Student has achieved reading success at Level C. | Student has achieved reading success at Level D, E, or above. |
| 3rd | Student has achieved reading success at Level B. | Student has achieved reading success at Level C. | Student has achieved reading success at Level D or E. | Student has achieved reading success at Level F or above. |
| <i>Reading level as indicated by the Fountas and Pinnell Benchmark Assessment.</i> | | | | |

8) Demonstrates comprehension of a story read aloud.

| Trimester | 1 | 2 | 3 | 4 |
|-----------------------|---|---|--|---|
| 2nd | Student is unable to retell a story, even with prompting. | Student is unable to recall events of a story in proper sequence. | Student is able to retell a story in proper sequence, using characters and setting. | Student is able to retell a story in proper sequence, using character setting and inferential understanding. |
| 3rd | Student is unable to recall events of a story in proper sequence. | Student is able to retell a story in proper sequence, using characters and setting. | Student is able to retell a story in proper sequence, using character setting and inferential understanding. | Student is able to retell a story in sequence, using characters and setting, while making connections and predictions (displaying higher level thinking). |

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9) Uses print strategies to read unknown words.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|--|
| 2nd | Student is unable to use any print strategies to read unknown words. | Student uses some print strategies frequently to read unknown words. | Student uses most print strategies consistently to read unknown words. | Student employs all print strategies consistently to read unknown words. |
| 3rd | Student is unable to use any print strategies to read unknown words. | Student uses some print strategies frequently to read unknown words. | Student uses most print strategies consistently to read unknown words. | Student employs all print strategies consistently to read unknown words. |

10) Demonstrates an understanding of the concepts of print.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|---|---|
| 1st | Student receives fewer than 4 points on Concepts of Print Assessment. | Student receives 5 to 9 points on Concepts of Print Assessment. | Student receives 10 points on Concepts of Print Assessment. | Student receives 11 or more points on Concepts of Print Assessment. |
| 2nd | Student receives fewer than 9 points on Concepts of Print Assessment. | Student receives 10 to 11 points on Concepts of Print Assessment. | Student receives 12 points on Concepts of Print Assessment. | Student receives 13 points on Concepts of Print Assessment. |
| 3rd | Student receives fewer than 11 points on Concepts of Print Assessment. | Student receives 12 points on Concepts of Print Assessment. | Student receives 13 points on Concepts of Print Assessment. | |

Concepts of Print as indicated by the Fountas and Pinnell Benchmark Assessment.

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WRITING

1) Uses pictures, letters, and strings of letters to express ideas.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|---|--|---|
| 1st | Student does not draw pictures or dictate to express ideas. | Student draws pictures and dictates to express ideas some of the time. | Student draws pictures and dictates to express ideas most of the time. | Student consistently draws pictures and dictates to express ideas. |
| 2nd | Student draws pictures and dictates to express ideas some of the time. | Student draws pictures and dictates to express ideas most of the time. | Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling). | Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing). |
| 3rd | Student draws pictures and dictates to express ideas most of the time. | Student draws pictures, dictates, and uses “writing” (beginning/ending sounds, labeling). | Student draws pictures, dictates, and uses “writing” (decodable words, high-frequency words, to express ideas in a sentence) most of the time. | Student consistently draws pictures and “writes,” using more than one sentence to elaborate on ideas. |

2) Applies conventions of grammar and usage.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|---|--|
| 2nd | Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics. | Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun “I.” | Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun “I.” | Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name. Capitalizing the pronoun “I.” |

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|------------|--|--|---|--|
| 3rd | Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics. | Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. | Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. | Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. |
|------------|--|--|---|--|

3) Spells simple words phonetically using knowledge of sound-letter relationships.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|--|--|
| 2nd | Student cannot write a letter or letters for consonant and short vowel sounds. | Student can write a letter or letters for a few consonant and short vowel sounds. | Student can write a letter or letters for most consonant and short vowel sounds. | <ul style="list-style-type: none"> • Student can write a letter or letters for all consonant and short vowel sounds. • Student spells simple words phonetically using knowledge of sound-letter relationships. |
| 3rd | Student can write a letter or letters for a few consonant and short vowel sounds. | Student can write a letter or letters for most consonant and short vowel sounds. | <ul style="list-style-type: none"> • Student can write a letter or letters for all consonant and short vowel sounds. • Student spells simple words phonetically using knowledge of sound-letter relationships. | Student spells simple words and high-frequency words. |

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4) Sequences ideas into a story.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|--|
| 2nd | <ul style="list-style-type: none"> • Student's ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches. | <ul style="list-style-type: none"> • Student demonstrates some organization and order when telling or sketching a story. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. | <ul style="list-style-type: none"> • Student demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Student dictates or uses a label when sketching. • Student includes three relevant details. • Student uses relevant labels when sketching. | Student's telling, sketching, and writing are organized with a beginning, middle, and end and include four or more relevant details. |
| 3rd | <ul style="list-style-type: none"> • Student's ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches. | <ul style="list-style-type: none"> • Student demonstrates some organization and order when telling or sketching a story. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. | <ul style="list-style-type: none"> • Student demonstrates organization when telling and sketching a story and includes parts relevant to the story. • Student dictates or uses a label when sketching. • Student includes three relevant details. • Student uses relevant labels when sketching. | Student's telling, sketching, and writing are organized with a beginning, middle, and end and include four or more relevant details. |

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5) Forms letters correctly.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|---|--|
| 1st | Student copies a few letters correctly. | Student copies most letters correctly. | Student copies all letters that have been presented correctly. | Student writes all upper and lower case letters correctly. |
| 2nd | Student copies most letters that have been presented correctly. | Student copies all letters that have been presented correctly. | Student writes most letters that have been presented correctly. | Student writes own name with capitals and lowercase letters. |
| 3rd | Student writes some letters correctly. | Student writes most letters correctly. | Student writes all upper and lower case letters correctly. | Student writes all upper and lower case letters correctly and applies in all areas of writing. |

LISTENING AND SPEAKING

1) Listens to others and takes turns speaking.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|---|
| ALL | Student rarely listens to others and rarely takes turns speaking. | Student occasionally listens to others and occasionally takes turns speaking. | Student consistently listens to others and will take turn speaking. | Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense. |

2) Makes relevant contributions to classroom and group discussions.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|---|
| ALL | Student rarely participates in conversations with peers and adults about kindergarten topics and text. | Student occasionally participates in conversations with peers and adults about kindergarten topics and text. | Student consistently participates in conversations with peers and adults about kindergarten topics and text. | Student has achieved grade-level expectations, restates key elements, and asks questions for clarification. |

3) Asks questions to gain information.

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| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|---|
| ALL | Student rarely asks questions to gain information, seek help, or clarify something that is not understood. | Student occasionally asks questions to gain information, seek help, or clarify something that is not understood. | Student consistently asks questions to gain information, seek help, or clarify something that is not understood. | Student consistently confirms understanding of information by asking and answering questions about key details. |

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MATHEMATICS

1) Copies, creates, and extends simple patterns (AB, ABB, ABC).

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|--|--|
| 1st | <u>Patterns:</u> Student is unable or rarely able to copy create, and extend patterns. | <u>Patterns:</u> Student is able to copy create, and extend patterns some of the time. | <u>Patterns:</u> Student is able to copy, create, and extend patterns all of the time. | <u>Patterns:</u> <ul style="list-style-type: none"> • Student is able to copy, create, and extend patterns all of the time. • Student can extend knowledge to more complex patterns or other situations. |
| 2nd | <u>Patterns:</u> Student is unable or rarely able to copy create, and extend patterns. | <u>Patterns:</u> Student is able to copy create, and extend patterns some of the time. | <u>Patterns:</u> Student is able to copy, create, and extend patterns all of the time. | <u>Patterns:</u> <ul style="list-style-type: none"> • Student is able to copy, create, and extend patterns all of the time. • Student can extend knowledge to more complex patterns or other situations. |
| 3rd | <u>Patterns:</u> Student is unable or rarely able to copy create, and extend patterns. | <u>Patterns:</u> Student is able to copy create, and extend patterns some of the time. | <u>Patterns:</u> Student is able to copy, create, and extend patterns all of the time. | <u>Patterns:</u> <ul style="list-style-type: none"> • Student is able to copy, create, and extend patterns all of the time. • Student can extend knowledge to more complex patterns or other situations. |

Skills 2, 3, 4 are only graded in the third term.

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5) Counting and Cardinality: Writes numbers 0-20

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|--|
| 2nd | <ul style="list-style-type: none"> Student is unable or rarely able to count sets through 20. Student is unable or rarely able to identify and write numerals from 0 to 20. | <ul style="list-style-type: none"> Student can sometimes count sets through 20. Student can sometimes identify and write numerals from 0 to 20. | <ul style="list-style-type: none"> Student can consistently count sets through 20. Student can consistently identify and write numerals from 0 to 20. | Student can consistently identify and produce numerals to 100. |
| 3rd | Student is unable or rarely able to identify and produce numerals to 100. | Student can sometimes identify and produce numerals to 100. | Student can consistently identify and produce numerals to 100. | Student can consistently identify and produce numerals beyond 100. |

6) Counts to tell the number of objects.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|---|
| 1st | <ul style="list-style-type: none"> Student is unable or rarely able to count sets from 0 to 10. Student is unable or rarely able to identify and write numerals from 0 to 10. | <ul style="list-style-type: none"> Student can sometimes count sets from 0 to 10. Student can sometimes identify and write numerals from 0 to 10. | <ul style="list-style-type: none"> Student can consistently count sets from 0 to 10. Student can consistently identify and write numerals from 0 to 10. | <ul style="list-style-type: none"> Student can consistently count sets through 10. Student can consistently identify and write numerals from 0 to 10. |
| 2nd | <ul style="list-style-type: none"> Student is unable or rarely able to count sets through 20. Student is unable or rarely able to identify and write numerals from 0 to 20. | <ul style="list-style-type: none"> Student can sometimes count sets through 20. Student can sometimes identify and write numerals from 0 to 20. | <ul style="list-style-type: none"> Student can consistently count sets through 20. Student can consistently identify and write numerals from 0 to 20. | Student can consistently identify and produce numerals to 100. |
| 3rd | Student is unable or rarely able to identify and produce numerals to 100. | Student can sometimes identify and produce numerals to 100. | Student can consistently identify and produce numerals to 100. | Student can consistently identify and produce numerals beyond 100. |

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7) Uses ordinal numbers (first through tenth) to describe a position.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|---|---|
| 1st | Ordinals: <ul style="list-style-type: none"> Student is unable or rarely able to use ordinal numbers correctly to indicate position. | Ordinals: <ul style="list-style-type: none"> Student sometimes uses ordinal numbers correctly to indicate position. | Ordinals: <ul style="list-style-type: none"> Student consistently uses ordinal numbers correctly to indicate position. | <ul style="list-style-type: none"> |
| 2nd | Ordinals: <ul style="list-style-type: none"> Student is unable or rarely able to use ordinal numbers correctly to indicate position. | Ordinals: <ul style="list-style-type: none"> Student sometimes uses ordinal numbers correctly to indicate position. | Ordinals: <ul style="list-style-type: none"> Student consistently uses ordinal numbers correctly to indicate position | Ordinals: <ul style="list-style-type: none"> Student will consistently use and write ordinal numbers correctly to indicate position. |
| 3rd | Ordinals: Student is unable or rarely able to use ordinal numbers correctly to indicate position. | Ordinals: <ul style="list-style-type: none"> Student sometimes uses ordinal numbers correctly to indicate position. | Ordinals: Student consistently uses ordinal numbers correctly to indicate position | Ordinals: <ul style="list-style-type: none"> Student will consistently use and write ordinal numbers correctly to indicate position. |

8) Compares objects using the terms greater than, less than, or equal to.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|---|--|
| 1st | <ul style="list-style-type: none"> Student is unable or rarely able to compare objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student sometimes compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. Student is able to explain why objects are greater than, less than, or equal to another object. |

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|------------|---|--|---|--|
| 2nd | <ul style="list-style-type: none"> Student is unable or rarely able to compare objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student sometimes compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. Student is able to explain why objects are greater than, less than, or equal to another object. |
|------------|---|--|---|--|

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|------------|---|--|---|--|
| 3rd | Student is unable or rarely able to compare objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student sometimes compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. | <ul style="list-style-type: none"> Student consistently compares objects using the terms greater than, less than, or equal to. Student is able to explain why objects are greater than, less than, or equal to another object. |
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Skills 9 and 10 are only on the third term.

11) Geometry: Identifies, describes, and compares: square, rectangle, circles, triangles, hexagons, cubes, cones, cylinders and spheres.

| Trimester | 1 | 2 | 3 | 4 |
|------------|--|--|---|---|
| 1st | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to identify 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes identifies 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 2- and 3-dimensional shapes and their properties. |
| 2nd | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to identify 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes identifies 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 2- and 3-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 2- and 3-dimensional shapes and their properties. |

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|------------|--|--|---|---|
| 3rd | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to identify 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes identifies 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently identifies 1- and 2-dimensional shapes and their properties. |
|------------|--|--|---|---|

12) Geometry: Describes the position of objects using: above, below, beside, in front of, behind, next to.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|--|---|
| 1st | Position and Location: Student is unable or rarely able to identify the position of objects using describing words. | Position and Location: Student can sometimes identify the position of objects using describing words. | Position and Location: Student can consistently identify the position of objects using describing words. | Position and Location: <ul style="list-style-type: none"> Student can consistently identify the position of objects using describing words. Student applies concepts independently to other situations. |
| 2nd | Position and Location: Student is unable or rarely able to identify the position of objects using describing words. | Position and Location: Student can sometimes identify the position of objects using describing words. | Position and Location: Student can consistently identify the position of objects using describing words. | Position and Location: <ul style="list-style-type: none"> Student can consistently identify the position of objects using describing words. Student applies concepts independently to other situations. |
| 3rd | Position and Location: Student is unable or rarely able to identify the position of objects using describing words. | Position and Location: Student can sometimes identify the position of objects using describing words. | Position and Location: Student can consistently identify the position of objects using describing words. | Position and Location: <ul style="list-style-type: none"> Student can consistently identify the position of objects using describing words. Student applies concepts independently to other situations. |

13) Geometry: Distinguishes between two-dimensional and three-dimensional shapes.

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| Trimester | 1 | 2 | 3 | 4 |
|------------|---|--|---|---|
| 1st | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to compare 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes compares 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently compares 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently compares 1- and 2-dimensional shapes and their properties. |
| 2nd | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to compare 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes compares 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently compares 1- and 2-dimensional shapes and their properties. | Geometry: <p>Student consistently compares 1- and 2-dimensional shapes and their properties.</p> |
| 3rd | Geometry: <ul style="list-style-type: none"> Student is unable or rarely able to compare 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student sometimes compares 1- and 2-dimensional shapes and their properties. | Geometry: <ul style="list-style-type: none"> Student consistently compares 1- and 2-dimensional shapes and their properties. | Geometry: <p>Student consistently compares 1- and 2-dimensional shapes and their properties.</p> |

14) Measurement and Data: Describes and compares objects using attributes such as height and weight.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|--|---|
| 2nd | Measurement: Student is unable or rarely able to recognize and compare objects by length, capacity, height, weight. | Measurement: Student can sometimes recognize and compare objects by length, capacity, height, and weight. | Measurement: Student can consistently recognize and compare objects by length, capacity, height, and weight. | Measurement: <ul style="list-style-type: none"> Student can consistently recognize and compare objects by length, capacity, height, and weight. <p>Student applies concepts to other situations independently.</p> |

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|------------|---|--|--|--|
| 3rd | Measurement: Student is unable or rarely able to recognize and compare objects by length, capacity, height, and weight. | Measurement: Student can sometimes recognize and compare objects by length, capacity, height, and weight | Measurement: Student can consistently recognize and compare objects by length, capacity, height, and weight. | Measurement: <ul style="list-style-type: none"> Student can consistently recognize and compare objects by length, capacity, height, and weight. Student applies concepts to other situations independently. |
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15) Measurement and Data: Classifies objects into categories.

| Trimester | 1 | 2 | 3 | 4 |
|------------|---|---|---|--|
| 1st | Sort and Classify: Student is unable or rarely able to sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sometimes sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sort and classify by attributes and combination of attributes. | Sort and Classify: <ul style="list-style-type: none"> Student can sort and classify by attributes and combination of attributes. Student applies concepts independently to other situations. |
| 2nd | Sort and Classify: Student is unable or rarely able to sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sometimes sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sort and classify by attributes and combination of attributes. | Sort and Classify: <ul style="list-style-type: none"> Student can sort and classify by attributes and combination of attributes. Student applies concepts independently to other situations. |
| 3rd | Sort and Classify: Student is unable or rarely able to sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sometimes sort and classify by attributes and combination of attributes. | Sort and Classify: Student can sort and classify by attributes and combination of attributes. | Sort and Classify: <ul style="list-style-type: none"> Student can sort and classify by attributes and combination of attributes. Student applies concepts independently to other situations. |