

# Charles Olbon School Report Card Overview

## Kindergarten Language Arts Rubric

What is Standards-Based Instruction and Assessment?

- Focuses on children's progress with specific skills
- Skills align to the New Jersey Student Learning Standards
- Instruction is connected to these standards
- Students are assessed in terms of meeting these standards

What does a 1, 2, 3, and 4 mean?

<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
The student does not yet demonstrate progress toward <b>initial</b> foundational skills of the topic	The student demonstrates some proficiency in <b>foundational</b> skills of the topic	The student demonstrates proficiency in <b><u>all grade level</u></b> skills of the topic	The student demonstrates understanding and performance <b>beyond</b> proficiency and has exceeded the standard.

**Woodland Park Kindergarten Language Arts: Reading Readiness and Foundational Skills**

Report Card Indicator: <b>Identifies lowercase and uppercase letters</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
1	Student recognizes 17 or below.	Student recognizes 18-35.	Student recognizes 36-49.	Student recognizes 50+ letters.
2	Student recognizes 25 or below.	Student recognizes 26- 39.	Student recognizes 40-52.	Student recognizes 54 letters which includes: (a, a, g, g).
3	Student recognizes 39 or below.	Student recognizes 40-53.	Student recognizes all 54 letters which includes: (a, a, g, g).	

Report Card Indicator: <b>Identifies letter sounds</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
1	Student produces 4 or below.	Student produces 5-9 sounds.	Student produces 10-19 sounds.	Student produces 20+ sounds.
2	Student produces 9 or below.	Student produces 10-19 sounds.	Student produces 20-25 sounds.	Student produces 26 sounds.
3	Student produces 19 or below.	Student produces 20-25 sounds.	Student produces 26 sounds.	

Report Card Indicator: <b>Hears and identifies individual sounds in words (beginning, middle, end)</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
1	Student does not or is rarely able to isolate and produce the initial sounds in a CVC word.	Requires teacher prompting and support to isolate and produce the initial in a CVC word.	Consistently can isolate and produce the initial in a CVC word. Minimal miscues are made.	Consistently and independently isolate and produce the initial, medial and final sound in a CVC word with 100% accuracy
2 & 3	Student does not or is rarely able isolate and produce the initial, medial and final sound in a word.	Requires teacher prompting and support to isolate and produce the initial, medial and final sound in a word.	Consistently can isolate and produce the initial, medial and final sound in a word. Minimal miscues are made.	Consistently and independently isolate and produce the initial, medial and final sound in a word with 100% accuracy in more complex words.

Report Card Indicator: <b>Knows and applies print strategies and phonics skills to decode text</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	<i>Will not be assessed during this time.</i>			
<b>2 &amp; 3</b>	<p>Student is unable to use print strategies to read unknown words.</p> <ul style="list-style-type: none"> <li>• Uses picture clues</li> <li>• One to one letter sound correspondence</li> <li>• Reads HFW/Sight words with automaticity</li> <li>• Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot)</li> <li>• Blend letter sounds to read simple words.</li> </ul>	<p>Student uses some print strategies frequently to read unknown words.</p> <ul style="list-style-type: none"> <li>• Uses picture clues</li> <li>• One to one letter sound correspondence</li> <li>• Reads HFW/Sight words with automaticity</li> <li>• Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot)</li> <li>• Blend letter sounds to read simple words.</li> </ul>	<p>Student uses most print strategies consistently to read unknown words.</p> <ul style="list-style-type: none"> <li>• Uses picture clues</li> <li>• One to one letter sound correspondence</li> <li>• Reads HFW/Sight words with automaticity</li> <li>• Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot)</li> <li>• Blend letter sounds to read simple words.</li> <li>• Associates the long and short vowel sounds</li> </ul>	<p>In above grade level text, student employs all print strategies consistently to read unknown words.</p> <ul style="list-style-type: none"> <li>• Uses picture clues</li> <li>• One to one letter sound correspondence</li> <li>• Reads HFW/Sight words with automaticity</li> <li>• Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot)</li> <li>• Blend letter sounds to read simple words.</li> <li>• Associates the long and short vowel sounds</li> </ul>

Report Card Indicator: <b>Demonstrates understanding of concepts of print</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	Does not understand any concepts of print. (Student earns 0-4 on the Concepts of Print Assessment.)	Understands how to hold and open a book and turn pages. (Student earns 5-9 on the Concepts of Print Assessment.)	Understands how to hold and open a book, turn the pages, use picture clues, and track print from left to right and top to bottom. (Student earns a 10 on the Concepts of Print Assessment.)	Tracks print from left to right and top to bottom, uses picture clues, and uses one to one correspondence.
<b>2</b>	Understands how to hold and open a book and turn pages. (Student earns 0-9 on the Concepts of Print Assessment.) Unable to name the author and illustrator and defines the role of each in telling the story.	Understands how to hold and open a book, turn the pages, use picture clues and track print from left to right and top to bottom. (Student earns 10 on the Concepts of Print Assessment.) With prompting and support, can name the author and/or illustrator and is able to define one of their roles in the story.	Understands how to hold and open a book, turn pages, use picture clues, track print from left to right and top to bottom, and uses one to one correspondence. (Student earns 11-12 on the Concepts of Print Assessment.) With prompting and support, names the author and illustrator and defines the role of each in telling the story.	Applies all concepts of print to read a grade level text. (Student earns 13 points on Concepts of Print Assessment.)

<b>3</b>	Understands how to hold and open a book, turn the pages, and track print from left to right and top to bottom. Unable to name the author and illustrator and defines the role of each in telling the story.	Understands how to hold and open a book and turn pages. Tracks print from left to right and top to bottom, uses pictures clues, and uses one to one correspondence. With prompting and support, can name the author and/or illustrator and is able to define one of their roles in the story.	Applies all concepts of print to read a grade level text. (Student earns all 13 points on Concepts of Print Assessment.) With prompting and support, names the author and illustrator and defines the role of each in telling the story.	Applies all concepts of print to read an above grade level text. (Student earns all 13 points on Concepts of Print Assessment.) With prompting and support, names the author and illustrator, defines their roles in telling the story, and able to identify who is telling the story at various points in a text.
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Report Card Indicator: <b>Recognizes and produces rhyming words</b>				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
<b>1</b>	<i>Will not be assessed during this time.</i>			
<b>2 &amp; 3</b>	Unable to recognize or produce rhymes.	Requires teacher prompting and support to recognize or produce rhymes.	Independently and consistently able to recognize and produce rhymes.	

**Woodland Park Kindergarten Language Arts: Literature/Informational**

Report Card Indicator: <b>Retells familiar stories or main topic with key details</b>				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
<b>1</b>	<i>Will not be assessed during this time.</i>			
<b>2</b>	Unable to retell details from a story/text	Requires teacher prompting and support to retell 1-2 details from a story/text.	Requires teacher prompting and support to retell 2-3 details from a story/text using characters and setting.	In above grade level text, independently and consistently retells 3 or more details from a story/text in the correct order using characters and setting.
<b>3</b>	Unable to retell details from a story; may be able to retell one detail with prompting and support.	Requires teacher prompting and support to retell 2-3 details from a story/text.	Requires teacher prompting and support to retell 2-3 details from a story/text in the correct order using characters and setting.	In above grade level text, independently and consistently able to retell a story/text in the correct order while using characters and setting

Report Card Indicator: <b>Demonstrates comprehension of a story or text</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	<b><i>Will not be assessed during this time.</i></b>			
<b>2</b>	Unable to identify any of the 3 narrative elements (character(s), setting, major events) in stories read aloud. Unable to describe connections between two individuals, events or pieces of information within a text. Unable to describe the relationship between illustrations and the story in which they appear.	With prompting and support to identify 1 of the 3 narrative elements (character(s), setting, major events) in stories read aloud. With prompting and support, student is beginning to describe connections between two individuals, events or pieces of information within a text. With prompting and support, student is beginning to describe the relationship between illustrations and the story in which they appear.	With prompting and support is able to identify 2 of the 3 narrative elements (character(s), setting, major events) in stories read aloud. With prompting and support, describes connections between two individuals, events or pieces of information within a text. With prompting and support, describes the relationship between illustrations and the story in which they appear	In above grade level text: Independently and consistently able to identify all 3 narrative elements (character(s), setting, major events) in stories read aloud. Independently, describes connections between two individuals, events or pieces of information within a text. Independently, uses details and illustrations to describe its characters, setting, or events.
<b>3</b>	Unable to or requires teacher prompting and support to identify only 1 of the 3 narrative elements (character(s), setting, major events) in stories read aloud. Unable to describe connections between two individuals, events or pieces of information within a text. Unable to describe the relationship between illustrations and the story in which they appear.	With prompting and support to identify 2 of the 3 narrative elements (character(s), setting, major events) in stories read aloud. With prompting and support, student is beginning to describe connections between two individuals, events or pieces of information within a text. With prompting and support, student is beginning to describe the relationship between illustrations and the story in which they appear.	With prompting and support is able to identify all 3 narrative elements (character(s), setting, and major events) in stories read aloud. With prompting and support, describes connections between two individuals, events or pieces of information within a text. With prompting and support, describes the relationship between illustrations and the story in which they appear.	In above grade level text: Independently and consistently able to identify all 3 narrative elements character(s), setting, major events) in stories read independently. Independently, describes connections between two individuals, events or pieces of information within a text. Independently, uses details and illustrations to describe its characters, setting, or events.

Report Card Indicator: <b>Reads at grade level text*</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	<b><i>Will not be assessed during this time.</i></b>			
<b>2</b>	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 a Level C.	Student has achieved reading success at a Level D or above.
<b>3</b>	Student has achieved reading success at Level B or below.	Student has achieved reading success at a Level C.	Student has achieved reading success at a Level D or E.	Student has achieved reading success at Level F or above.

\*Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System

**Woodland Park Kindergarten Language Arts: Writing**

Report Card Indicator: <b>Uses pictures, dictating and words to express ideas</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
1	Student does not draw 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, uses basic inventive spelling and dictates to express ideas
2	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, inventive spelling and uses “writing” (beginning/ending sounds, labeling) to express ideas.	Student draws pictures, dictates, and uses “writing” (decodable words, HFW, with spacing) most of the time.
3	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, uses inventive spelling and uses “writing” (beginning/ending sounds, labeling) to express ideas.	Student draws pictures, dictates, and uses “writing” (decodable words, HFW, 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.

Report Card Indicator: <b>Follows the text structure of genre (Opinion, Informative/Explanatory, Narrative)</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
1	Student is unable to: <ul style="list-style-type: none"> <li>● Generate relevant ideas on a topic</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> </ul>	With prompting and support, Student is able to: <ul style="list-style-type: none"> <li>● Generate relevant ideas on a topic</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> </ul>	Student is able to consistently: <ul style="list-style-type: none"> <li>● Generate relevant ideas on a topic</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> <li>● Includes at least one to two relevant details</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>● Generate relevant ideas on a topic</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> <li>● Includes at least one to two relevant details</li> </ul>
2	Student is unable to: <ul style="list-style-type: none"> <li>● Generate relevant ideas on a topic</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> <li>● <b>Narrate events in order</b></li> </ul>	With prompting and support, Student is able to: <ul style="list-style-type: none"> <li>● Demonstrate organization and order when telling, dictating, or sketching a story.</li> <li>● Name the topic they are telling, sketching, dictating or writing about.</li> <li>● <b>Add a relevant detail</b></li> </ul>	Student is able to consistently: <ul style="list-style-type: none"> <li>● Demonstrate organization and order when telling, dictating, or sketching a story.</li> <li>● <b>Includes at least three relevant details and/or labels when sketching.</b></li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>● Demonstrates organization and order when telling, dictating, or sketching a story.</li> <li>● Narrates, sketches, and writes in an organized way with a beginning, middle and end that includes four or more relevant details.</li> </ul>
3	Student is unable to:	With prompting and support, Student is able to:	Student is able to consistently:	Student consistently:

	<ul style="list-style-type: none"> <li>• Generate relevant ideas on a topic</li> <li>• Name the topic they are telling, sketching, dictating or writing about.</li> <li>• Narrate events in order</li> <li>• <b>Organization is not yet evident</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate organization and order when telling, dictating, or sketching a story.</li> <li>• Name the topic they are telling, sketching, dictating or writing about.</li> <li>• Add a relevant detail</li> <li>• <b>Dictates a label partially related</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate organization and order when telling, dictating, or sketching a story.</li> <li>• Includes at least three relevant details and/or labels when sketching.</li> <li>• <b>Provides a reaction to what happened in narrating a single event</b></li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates organization and order when telling, dictating, or sketching a story.</li> <li>• Uses temporal words</li> <li>• Narrates, sketches, and writes in an organized way with a beginning, middle and end that includes four or more relevant details</li> <li>• <b>Provides a reaction and sense of closure to what happened in narrating a single event</b></li> </ul>
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Report Card Indicator: <b>Adds details to strengthen writing</b>				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	<i>Will not be assessed during this time.</i>			
2 & 3	Makes little or no attempt to add detail to pictures or text based on feedback from teachers or peers.	Attempts to add more details to pictures and/or text based on feedback from others or may add details at times.	Adds more details to pictures and/or text based on feedback.	Independently adds details to pictures and/or text.

Report Card Indicator: <b>Prints letters and numbers correctly</b>				
Trimester	Not Meeting Expectations Yet (NM- 1)	Approaching Grade Level Standards (AS-2)	Meets Grade Level Standards (MS-3)	Exceeds Grade Level Standards (ES-4)
1	Student writes own name correctly and copies all letter correctly with support.	Student writes own name correctly and copies all letters correctly.	Student writes own name correctly and writes some letters correctly.	Student writes own name and most letters correctly.
2	Student copies all letters correctly.	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all letters correctly.
3	Student writes some letters correctly	Student writes most letters correctly.	Student writes all letters correctly.	Student writes all letters correctly and applies to all areas of writing.

Woodland Park Kindergarten Language Arts: Language

Report Card Indicator: <b>Demonstrates command of grammar and usage when speaking or writing</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	<b><i>Will not be assessed during this time.</i></b>			
<b>2</b>	Student does not demonstrate understanding of key concepts of grammar and usage.	Student is beginning to demonstrate understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns</li> <li>Forms regular plural nouns</li> </ul>	Student usually demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns</li> <li>Forms regular plural nouns</li> </ul>	Student consistently demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns</li> <li>Forms regular plural nouns</li> </ul>
<b>3</b>	Student does not demonstrate understanding of key concepts of grammar and usage.	Student is beginning to demonstrate understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns and prepositions</li> <li>Forms regular plural nouns</li> <li><b>Uses question words</b></li> <li><b>Produces and expands complete sentences</b></li> </ul>	Student usually demonstrates understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns and prepositions</li> <li>Forms regular plural nouns</li> <li><b>Uses question words</b></li> <li><b>Produces and expands complete sentences</b></li> </ul>	Student consistently demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> <li>Prints a variety of upper and lowercase letters</li> <li>Uses frequently occurring nouns and prepositions</li> <li>Forms regular plural nouns</li> <li><b>Uses question words</b></li> <li><b>Produces and expands complete sentences</b></li> </ul>

Report Card Indicator: <b>Demonstrates command of conventions of standard English capitalization, punctuation, and spelling</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	<b><i>Will not be assessed during this time.</i></b>			
<b>2</b>	Student does not demonstrate understanding of key concepts of mechanics.	Student is beginning to demonstrate understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> </ul>	Student usually demonstrates understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> <li>Capitalizing the pronoun "I"</li> </ul>	Student consistently demonstrates understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> <li>Capitalizing the pronoun "I"</li> <li>Using end punctuation</li> </ul>



		<ul style="list-style-type: none"> <li>Capitalizing the pronoun "I"</li> </ul>		
<b>3</b>	Student does not demonstrate understanding of key concepts of mechanics.	<p>Student is beginning to demonstrate understanding of key concepts of mechanics, including:</p> <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> <li>Capitalizing the pronoun "I"</li> <li><b>Capitalizing the first word in a sentence</b></li> <li><b>Using end punctuation</b></li> </ul>	<p>Student usually demonstrates understanding of key concepts of grammar, including:</p> <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> <li>Capitalizing the pronoun "I"</li> <li><b>Capitalizing the first word in a sentence</b></li> <li><b>Using end punctuation</b></li> <li><b>Spells simple words phonetically</b></li> </ul>	<p>Student consistently demonstrates understanding of key concepts of mechanics including:</p> <ul style="list-style-type: none"> <li>Capitalizing the first letter of his/her name</li> <li>Capitalizing the pronoun "I"</li> <li><b>Capitalizing the first word in a sentence</b></li> <li><b>Using end punctuation</b></li> <li><b>Spells simple words phonetically</b></li> </ul>

Report Card Indicator: <b>Determines meaning of new words and uses grade appropriate vocabulary</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>1</b>	Student does not identify new meanings for familiar words and apply them accurately.	Sometimes identifies new meanings for familiar words and apply them accurately.	Consistently identifies new meanings for familiar words and apply them accurately.	Consistently identifies new meanings for familiar words and apply them accurately.
<b>2 &amp; 3</b>	Student does not identify new meanings for familiar words and apply them accurately.	Sometimes identifies new meanings for familiar words and apply them accurately and sometimes uses affixes as a clue to the meaning of an unknown word.	Consistently identifies new meanings for familiar words and apply them accurately and uses affixes as a clue to the meaning of an unknown word.	Consistently identifies new meanings for familiar words and apply them accurately, uses affixes as a clue to the meaning of an unknown word, AND uses sentence level context to clarify meaning of an unknown word.

**Woodland Park Kindergarten Language Arts: Speaking and Listening**

Report Card Indicator: <b>Expresses ideas clearly and effectively</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>All Trimesters</b>	Student mumbles or rarely speaks audibly to express thoughts, ideas and feelings.	Student speaks audibly and uses simple sentences most of the time to express thoughts, ideas and feelings.	Student consistently speaks audibly and uses complete sentences to express thoughts, ideas and feelings.	Student consistently speaks audibly and uses complete sentences to express thoughts, ideas and feelings and comments. Describes people, places and things with relevant details.

Report Card Indicator: <b>Demonstrates listening skills for information and understanding</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>All Trimesters</b>	Student rarely listens to others and rarely uses strategies for asking and answering questions or does not stay on topic.	Student occasionally listens to others and occasionally uses strategies for asking and answering questions. Stays on topic most of the time.	Student consistently listens to others and uses strategies for asking and answering questions that are on topic.	Student consistently listens to others, uses strategies for asking and answering questions, and restates information in complete sentences

Report Card Indicator: <b>Participates in group discussions actively and appropriately</b>				
Trimester	<b>Not Meeting Expectations Yet (NM- 1)</b>	<b>Approaching Grade Level Standards (AS-2)</b>	<b>Meets Grade Level Standards (MS-3)</b>	<b>Exceeds Grade Level Standards (ES-4)</b>
<b>All Trimesters</b>	Student rarely participates in conversations with peers and adults about kindergarten topics and texts and/or rarely takes turns when speaking.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts and occasionally takes turns speaking.	Students consistently participates in conversations with peers and adults about kindergarten topics and text and will take turns when speaking.	Students has achieved grade level expectations, restates key elements, and asks questions for clarification.