

**Kindergarten Report Card Benchmarks
Jackson Township School District**

Language Arts Literacy - Kindergarten				
Reading: Literature and Informational Text				
<i>With prompting and support, asks and answers questions about key details in a text.</i>				
Marking Period	1	2	3	4
ALL	With prompting and support, student is unable or rarely able to ask and answers questions about details in the text.	With prompting and support, student occasionally asks and answers questions about details in the text.	With prompting and support, student consistently asks and answers questions about details in the text.	Student is able to meet standard independently, without prompting or support.
<i>With prompting and support, identifies the main topic, retells familiar stories, including key details from the text.</i>				
Marking Period	1	2	3	4
ALL	With prompting and support student is rarely able to retell a story in proper sequence, using characters and setting.	With prompting and support student is occasionally able to retell a story in proper sequence, using characters and setting.	With prompting and support the student is consistently able to retell a story in proper sequence, using characters and setting.	Student is consistently able to retell a story in proper sequence, providing all key details and can make various connections.
<i>With prompting and support, describes the connections between two individuals, events, ideas, pieces of information, characters, settings and/or major events in a story or text.</i>				
Marking Period	1	2	3	4
ALL	With prompting and support, student describes the similarities or differences between characters, setting or events within text.	With prompting and support, student occasionally describes the similarities or differences between characters, setting or events within texts.	With prompting and support, student consistently describes the similarities or differences between characters, setting or events within texts.	Student is able to meet standard independently, without prompting or support.

With prompting and support, asks and answers questions about unknown words in a text.

Marking Period	1	2	3	4
ALL	With prompting and support, student rarely uses some print strategies to read unknown words. With prompting and support, rarely uses illustrations to describe parts of a story within texts.	With prompting and support, student occasionally uses some print strategies to read unknown words. With prompting and support, occasionally uses illustrations to describe parts of a story within texts.	With prompting and support, student consistently uses some print strategies to read unknown words. With prompting and support, consistently uses illustrations to describe parts of a story within texts.	Student is able to meet standard independently, without prompting or support.

Recognizes Texts Across Genres

With prompting and support, names the author and illustrator and defines the role of each.

Marking Period	1	2	3	4
ALL	With prompting and support, the student names the author and illustrator but rarely defines the role of each.	With prompting and support, the student names the author and illustrator and occasionally defines the role of each.	With prompting and support, student consistently names the author and illustrator and defines the role of each.	The student consistently names the author and illustrator and defines the role of each independently.

With prompting, describes the relationships between the illustrations and the text.

Marking Period	1	2	3	4
ALL	With prompting and support, rarely uses illustrations to describe parts of a story within a text.	With prompting and support, the student occasionally uses illustrations to describe parts of a story within a text.	With prompting and support, the student consistently uses illustrations to describe parts of a story within texts.	The student independently uses illustrations to describe parts of a story within texts.

With prompting and support, compares and contrasts adventures and experiences of characters.

Marking Period	1	2	3	4
ALL	With prompting and support the student rarely compares and contrasts the adventures of characters, setting or events within text.	With prompting and support the student occasionally compares and contrasts the adventures of characters, setting or events in texts.	With prompting and support the student consistently compares and contrasts the adventures of characters, setting or events within texts.	Student consistently and independently compares and contrasts the adventures of characters, setting or events within texts.

Reading Foundational Skills

Understands basic features of print.

Marking Period	1	2	3	4
ALL	The student identifies the front and back cover of a book. Recognizes the difference between pictures and text. Independently turns the pages of a book, moving from front to back. Identifies some upper and lower case letters.	The student occasionally follows words from left to right, top to bottom and page by page. Occasionally recognizes that spoken words are represented in written language by specific sequence of letters. Occasionally demonstrates an understanding that words are separated by spaces in print. Identifies some upper and lower case letters.	The student consistently follows words from left to right, top to bottom and page by page. Consistently recognizes that spoken words are represented in written language by specific sequence of letters. Consistently demonstrates an understanding that words are separated by spaces in print. Identifies most upper and lower case letters.	The student independently follows words from left to right, top to bottom and page by page. Recognizes that spoken words are represented in written language by specific sequence of letters. Demonstrates an understanding that words are separated by spaces in print. Identifies all upper and lower case letters.

Understands spoken words, syllables, and sounds.

Marking Period	1	2	3	4
ALL	The student rarely recognizes and produces rhyming words. Rarely able to count, pronounce, blend and segment syllables in words with 1 to 3 syllables. Is rarely able to blend and segment single syllable spoken words (c-at=cat or cat=c-at). Rarely able to isolate beginning, middle, and end of CVC words. Rarely able to substitute medial sound to make new words.	The student occasionally recognizes and produces rhyming words. Occasionally able to count, pronounce, blend and segment syllables in words with 1 to 3 syllables. Occasionally able to blend and segment single syllable spoken words (c-at=cat or cat=c-at). Occasionally able to isolate beginning, middle, and end of CVC words. Occasionally able to substitute medial sound to make new words.	The student consistently recognizes and produces rhyming words. Consistently able to count, pronounce, blend and segment syllables in words with 1 to 3 syllables. Is consistently able to blend and segment single syllable spoken words (c-at=cat or cat=c-at). Consistently able to isolate beginning, middle, and end of CVC words. Consistently able to substitute medial sound to make new words.	The student consistently and independently employs phonemic awareness skills to rhyme, blend, and segment words.

Recognizes and applies grade level phonics and word analysis skills in decoding words.

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	Student can produce some consonant and vowel sounds. Student can read some of the Kindergarten Fountas and Pinnell high frequency words. Student can rarely distinguish differences in words.	Student can produce most consonant and vowel sounds. Student can read most of the Kindergarten Fountas and Pinnell high frequency words. Student can occasionally distinguish differences in words.	Student can produce all consonant and vowel sounds and associates the long and short vowel sounds with their common spelling. Student can read all Kindergarten Fountas and Pinnell high frequency words. Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.	Student employs all print strategies consistently to read unknown words. Identifies the sound for each consonant. Associates the long and short vowel sounds with their common spelling. Reads all Fountas and Pinnell Kindergarten sight words and some Fountas and Pinnell First Grade high frequency words. Distinguishes between similarly spelled words by identifying the sounds of the letters that differ.
------------	---	---	---	--

Reads on-level emergent reader text with purpose and understanding.

Marking Period	1	2	3	4
ALL	The student is not yet meeting grade level benchmark for the standard.	The student is approaching grade level benchmark for the standard.	The student consistently meets grade level benchmark for the standard.	The student exceeds grade level benchmarks for the standard.

Writing: Opinion

Uses a combination of drawing, dictating, and writing to compose an opinion piece in which they introduce the topic or name of a book, and state an opinion or preference about the topic or book.

Marking Period	1	2	3	4
MP3	Student was unable to sketch or "write" about something they liked or disliked.	Student told about something he liked or disliked with pictures and some "writing".	Student consistently told, drew and wrote his opinion or likes and dislikes about a topic or book. Student told his opinion and said why. Student had details in pictures and words.	Student consistently wrote his opinion or his likes and dislikes and said why. Student wrote a beginning to get readers attention. Student used labels and words to give details.

Writing: Informative/Explanatory

Uses a combination of drawing, dictating, and writing to compose an informative or explanatory text in which they name a topic, and supply information or facts about the topic.

Marking Period	1	2	3	4
MP2	Student was unable to sketch or "write" about a topic they were familiar with.	Student told and drew pictures about a topic. Student said, drew and "wrote" things he knew.	Student consistently told, drew, or wrote about a topic. Student consistently wrote some details about the topic.	Student taught readers about a topic. Student included facts in his writing. Student used labels and words to give facts.

Writing: Narrative

Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, in sequential order, and provides a reaction to what happened.

Marking Period	1	2	3	4
MP1	Student was unable to sketch or "write" a story.	Student told a story with pictures and some "writing". Student told and showed what happened. Student has a place for sketches and a place where words were attempted.	Student told, drew and wrote a whole story in order. Student indicated who was there, what they did and how they felt. Student drew and wrote some details about what happened.	Student wrote about when he did something. Student had details in pictures and words. Student used labels and words to give details.

Writing: Process and Publishing

With guidance and support from adults and peers, focuses on a topic, responds to questions and suggestions from peers, and adds details to strengthening writing.

Marking Period	1	2	3	4
ALL	Student was unable to add details to sketches, and use reference materials within the classroom to write.	Student can sometimes read his own writing or sketches. Student tried to make words.	Student can consistently read his own writing. Student consistently writes a letter for the sounds he hears. Student consistently refers to the word wall word to help.	Student can consistently read his work and peers. Student uses all he knows about words and chunks to spell and add details to his writing. Student ended sentences with punctuation.

Language

Conventions of standard English: Demonstrates command of conventions of standard English grammar and usage when writing (capitalization, punctuation, and spelling) or speaking.

Marking Period	1	2	3	4
ALL	In speaking and writing the student rarely demonstrates a command of conventions of grammar and usage. Rarely capitalizes the pronoun I. Rarely capitalizes the first word in a sentence. Rarely recognizes and names all end punctuation. Rarely uses letters to represent most sounds in words when writing.	In speaking and writing the student occasionally demonstrates a command of conventions of grammar and usage. Occasionally capitalizes the pronoun I. Occasionally capitalizes the first word in a sentence. Occasionally recognizes and names all end punctuation. Occasionally uses letters to represent most sounds in words when writing.	In speaking and writing the student consistently demonstrates a command of conventions of grammar and usage. Consistently capitalizes the pronoun I. Consistently capitalizes the first word in a sentence. Consistently recognizes and names all end punctuation. Consistently uses letters to represent most sounds in words when writing.	In speaking and writing the student consistently surpasses the grade level expectations.

Vocabulary Acquisition and Use:

Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Marking Period	1	2	3	4
ALL	With guidance and support student rarely explores new word relationships, meaning and nuances. Student rarely uses clues in the picture and text to understand the meaning of unfamiliar word(s) with multiple meanings. Student rarely uses knowledge of beginnings and endings as a clue to the meaning of an unknown word(s). Student rarely uses new words or phrases while speaking and/or writing.	With guidance and support student occasionally explores new word relationships, meaning and nuances. Student occasionally uses clues in the picture and text to understand the meaning of unfamiliar word(s) with multiple meanings. Student occasionally uses knowledge of beginnings and endings as a clue to the meaning of an unknown word(s). Student occasionally uses new words or phrases while speaking and/or writing.	Student consistently explores new word relationships, meaning and nuances. Student consistently uses clues in the picture and text to understand the meaning of unfamiliar word(s) with multiple meanings. Student consistently uses knowledge of beginnings and endings as a clue to the meaning of an unknown word(s). Student consistently uses new words or phrases while speaking and/or writing.	Student consistently surpasses grade level expectations when speaking and writing.

Speaking and Listening

Participates in collaborative discussions building on others' ideas and expressing their own ideas.

Marking Period	1	2	3	4
ALL	<p>Student rarely listens to others and takes turn speaking.</p> <p>Student rarely adds to someone else's idea with specific example(s) or detail(s).</p> <p>Student rarely asks and answers questions in order to seek help, get information or clarify something that is not understood.</p>	<p>Student occasionally listens to others and takes turn speaking.</p> <p>Student occasionally adds to someone else's idea with specific example(s) or detail(s).</p> <p>Student occasionally asks and answers questions in order to seek help, get information or clarify something that is not understood.</p>	<p>Student consistently listens to others and takes turn speaking.</p> <p>Student consistently adds to someone else's idea with specific example(s) or detail(s).</p> <p>Student consistently asks and answers questions in order to seek help, get information or clarify something that is not understood.</p>	<p>Student consistently surpasses grade level expectations when speaking and listening.</p>

Speaks audibly in complete sentences at an understandable pace.

Marking Period	1	2	3	4
ALL	<p>Student rarely speaks audibly. Student rarely speaks clearly when sharing feelings and ideas. Student rarely speaks in complete sentences.</p>	<p>Student occasionally speaks audibly.</p> <p>Student occasionally speaks clearly when sharing feelings and ideas</p> <p>Student occasionally speaks in complete sentences.</p>	<p>Student consistently speaks audibly.</p> <p>Student consistently speaks clearly when sharing feelings and ideas</p> <p>Student consistently speaks in complete sentences.</p>	<p>Student consistently surpasses grade level expectations when speaking.</p>

MATHEMATICS

Counting and Cardinality

Knows number names and the count sequence.

Marking Period	1	2	3	4
MP1	<p>Student is unable or rarely able to count sets from 0 to 5.</p> <p>Student is unable or rarely able to identify and write numerals from 0 to 5.</p>	<p>Student can occasionally count sets from 0 to 5.</p> <p>Student can occasionally identify and write numerals from 0 to 5.</p>	<p>Student can consistently count sets from 0 to 5.</p> <p>Student can consistently identify and write numerals from 0 to 5.</p>	<p>Student can consistently count sets through 10.</p> <p>Student can consistently identify and write numerals from 0 to 10.</p>

MP2	Student is unable or rarely able to count sets through 10. Student is unable or rarely able to identify and write numerals from 0 to 20.	Student can occasionally count sets through 10. Student can occasionally identify and write numerals from 0 to 20.	Student can consistently count sets through 10. Student can consistently identify and write numerals from 0 to 20.	Student can consistently identify and produce numerals to 100.
MP3	Student is unable or rarely able to identify and produce numerals to 100.	Student can occasionally identify and produce numerals to 100.	Student can consistently identify and produce numerals to 100.	Student can consistently identify and produce numerals beyond 100.
<i>Counts to tell the number of objects.</i>				
Marking Period	1	2	3	4
MP1	Student is unable or rarely able to identify the number of objects in a set (0 to 5).	Student can occasionally identify the number of objects in a set (0 to 5).	Student can consistently identify the number of objects in a set (0 to 5).	Student can consistently identify the number of objects in a set (0 to 10).
MP2	Student is unable or rarely able to identify the number of objects in a set (0 to 10).	Student can occasionally identify the number of objects in a set (0 to 10).	Student can consistently identify the number of objects in a set (0 to 10).	Student can consistently identify the number of objects in a set (15+).
MP3	Student is unable or rarely able to identify the number of objects in a set (0 to 20).	Student can occasionally identify the number of objects in a set (0 to 20).	Student can consistently identify the number of objects in a set (0 to 20).	Student can consistently identify the number of objects in a set (25+).
<i>Compares numbers.</i>				
Marking Period	1	2	3	4
MP1 & 2	Student is unable or rarely able to demonstrate greater/fewer by using groups (5-10 objects).	Student can occasionally demonstrate greater/fewer by using groups (5-10 objects).	Student can consistently demonstrate greater/fewer by using groups (5-10 objects).	Student can consistently demonstrate greater/fewer by using groups (10 or more objects). Student applies concept to other situations independently.

MP3	Student is unable or rarely able to demonstrate greater/fewer by using numerals up to 10.	Student can occasionally demonstrate greater/fewer by using numerals up to 10.	Student can consistently demonstrate greater/fewer by using numerals up to 10.	Student can consistently demonstrate greater/fewer by using numerals up to 20. Student applies concept to other situations independently.
Operations and Algebraic Thinking				
<i>Understands addition as putting together.</i>				
Marking Period	1	2	3	4
MP2	Student is unable or rarely able to join objects/pictures representing addition using the plus sign up to 10.	Student can occasionally join objects/pictures representing addition using the plus sign up to 10.	Student can consistently join objects/pictures representing addition using the plus sign up to 10.	Student consistently applies the concept of addition independently with sums beyond 10.
MP3	Student is unable or rarely able to join numbers representing addition using the plus sign up to 10.	Student can occasionally join numbers representing addition using the plus sign up to 10.	Student can consistently join numbers representing addition using the plus sign up to 10.	Student consistently applies the concept of addition independently with sums beyond 10.
<i>Understands subtraction as taking apart.</i>				
Marking Period	1	2	3	4
MP2	Student is unable or rarely able to decompose objects/pictures representing subtraction using the minus sign up to 10.	Student can occasionally decompose objects/pictures representing subtraction using the minus sign up to 10.	Student can consistently decompose objects/pictures representing subtraction using the minus sign up to 10.	Student can independently decompose numbers representing subtraction using the minus sign up to 20.
MP3	Student is unable or rarely able to decompose numbers representing subtraction using the minus sign up to 10.	Student can occasionally decompose numbers representing subtraction using the minus sign up to 10.	Student can consistently decompose numbers representing subtraction using the minus sign up to 10.	Student can independently decompose numbers representing subtraction using the minus sign up to 20.
Number and Operations in Base Ten				
<i>Works and understands the place value of numbers 11-19.</i>				
Marking Period	1	2	3	4

MP3	Student is unable to or rarely composes and decomposes numbers (11 to 19) into tens and ones using objects, drawings and/or equations.	Student occasionally composes and decomposes numbers (11 to 19) into tens and ones using objects, drawings and/or equations.	Student consistently composes and decomposes numbers (11 to 19) into tens and ones using objects, drawings and/or equations.	Student independently composes and decomposes numbers (11 to 19) into tens and ones using tables and numerals.
Measurement and Data				
<i>Describes and compares measurable attributes.</i>				
Marking Period	1	2	3	4
MP3	Student is unable to, or rarely recognizes and compares objects by length, capacity, and height and then describe the differences.	Student can occasionally recognize and compare objects by length, capacity, and height and then describe the differences.	Student can consistently recognize and compare objects by length, capacity, and height and then describe the differences.	Student can independently recognize and compare objects by using various attributes and then describe the differences using content vocabulary.
<i>Classifies objects and counts the number of objects in each category.</i>				
Marking Period	1	2	3	4
MP2	Student is unable or rarely sorts, counts and classifies objects by color and size.	Student occasionally sorts, counts and classifies objects by color and size.	Student consistently sorts, counts and classifies objects by color and size.	Student consistently sorts, counts and classifies objects by various characteristics independently.
MP3	Student is unable or rarely sorts, counts and classifies objects into categories (ex. color, shape).	Student occasionally sorts, counts and classifies objects into categories (ex. color, shape).	Student consistently sorts, counts and classifies objects into categories (ex. color, shape).	Student consistently sorts, counts and classifies objects by various characteristics independently.
Geometry				
<i>Identifies and describes shapes.</i>				
Marking Period	1	2	3	4

MP3	Student is unable or rarely identifies squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres as flat or solid figures and tells their relative position.	Student occasionally identifies squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres as flat or solid figures and tells their relative position.	Student consistently identifies squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres as flat or solid figures and tells their relative position.	Student applies concept to other situations independently.
<i>Analyzes, compares, creates, and composes shapes.</i>				
Marking Period	1	2	3	4
MP3	Student is unable or rarely analyzes and compares shapes by size, orientation and attributes; composes simple shapes into larger shapes (2 triangles = square).	Student occasionally analyzes and compares shapes by size, orientation and attributes; composes simple shapes into larger shapes (2 triangles = square).	Student consistently analyzes and compares shapes by size, orientation and attributes; composes simple shapes into larger shapes (2 triangles = square).	Student applies concept to other situations independently.
SOCIAL STUDIES				
<i>Understands and applies key vocabulary.</i>				
Marking Period	1	2	3	4
ALL	Student is unable to or rarely demonstrates an understanding of key vocabulary.	Student occasionally demonstrates an understanding of key vocabulary.	Student consistently demonstrates an understanding of key vocabulary.	Student independently demonstrates an understanding of key vocabulary. Student applies vocabulary to other situations independently.
<i>Demonstrates an understanding of content knowledge.</i>				
Marking Period	1	2	3	4
ALL	Student is unable or rarely demonstrates an understanding of key content and ideas.	Student occasionally demonstrates an understanding of key content and ideas.	Student consistently demonstrates an understanding of key content and ideas.	Student independently demonstrates an understanding of key content and ideas. Student applies concepts to other situations independently.
SCIENCE All Units				

Content: Demonstrates an understanding of content knowledge

Marking Period	1	2	3	4
ALL	The student is able to recognize and describe the core ideas.	The student is able to summarize core ideas, and apply that knowledge to accurately explain observed phenomenon.	The student is able to use core ideas to accurately explain natural phenomenon, and can make reasonable predictions about future events based upon this knowledge.	The student is able to make connections between different core ideas to create or evaluate solutions to real world problems, or uses the connections between core ideas to justify a new hypothesis.

Science/Engineering Notebook: Creates a well organized, complete and accurate Science and Engineering Notebook with illustrations

Marking Period	1	2	3	4
ALL	The student is not yet able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is able to occasionally write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student is consistently able to write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.	The student can independently write clearly, organize entries, submit all assignments, use proper vocabulary and provide clear illustrations.

Design Process: Participates and engages in the presentation, reflection and collaboration components of the Design Process

Marking Period	1	2	3	4
ALL	The student is not yet able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is able to occasionally present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student is consistently able to present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.	The student can independently present ideas clearly with proper supports, show clear evidence of thorough thoughts based upon new understandings and work well within a group.

Performance Expectations: Satisfies performance expectations for the Design Challenge

Marking Period	1	2	3	4
ALL	Students have designed a solution that did not follow any of the criteria and constraints of the design challenge.	Students have designed a solution that did not follow one or more of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all of the criteria and constraints of the design challenge.	Students have successfully designed a solution that has met all of the criteria and constraints of the design challenge, and considers real world applications.

Special Areas - Kindergarten

Art - Kindergarten

Identifies and demonstrates an understanding of skills and concepts, including the Elements of Art, to complete two and three dimensional works of art.

Marking Period	1	2	3	4
ALL	Student is unable to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is developing the skills needed to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is able to complete 2 and 3-dimensional works of art using basic elements and principles of art.	Student is consistently able to complete 2 and 3-dimensional works of art using basic elements and principles of art.

Music - Kindergarten

Demonstrates and understands skills and concepts.

Marking Period	1	2	3	4
ALL	<p>Student needs support in the following areas:</p> <ul style="list-style-type: none"> ● Student is unable to sing on pitch. ● Student is unable to echo the teacher. ● Student is unable to keep a steady beat. 	<p>Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is developing the ability to sing on pitch. ● Student is developing the ability to echo the teacher. ● Student is developing the ability to keep a steady beat. 	<p>Student meets standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is able to sing on pitch. ● Student is able to echo the teacher. ● Student is able to keep a steady beat. 	<p>Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> ● Student is consistently able to sing on pitch. ● Student is consistently able to echo the teacher. ● Student is consistently able to keep a steady beat.

Participates with effort, cooperates, and follows directions.

Marking Period	1	2	3	4
----------------	---	---	---	---

ALL	Student rarely listens in class and does not respect rules, routines, procedures, nor focuses on a given task.	Student sometimes listens in class, respects rules, routines, procedures and focuses on a given task.	Student listens in class, respects rules, routines, procedures and focuses on a given task.	Student consistently listens in class, respects rules, routines, procedures and focuses on a given task.
------------	--	---	---	--

Physical Education - Kindergarten

Participates and engages in moderate to vigorous age-appropriate activities.

Marking Period	1	2	3	4
ALL	Rarely participates in activities and is not able to engage in moderate to vigorous physical activity. Lacks effort and/or motivation.	Occasionally participates in activities and engages in moderate to vigorous activities. Lacks motivation. Comes to class unprepared at times.	Frequently participates in activities and engages in moderate to vigorous activities. Is prepared for class most of the time.	Consistently participates with enthusiasm and engages in moderate to vigorous activity. Is able to work independently with little or no supervision.

Demonstrates good sportsmanship and appropriate behavior as both a player and an observer.

Marking Period	1	2	3	4
ALL	Rarely displays good sportsmanship, and/or needs frequent reminders on appropriate behavior in class	Occasionally displays good sportsmanship, and/or needs some reminders on appropriate behavior during class	Frequently displays good sportsmanship and appropriate behavior during class.	Consistently displays good sportsmanship and is able to explain why it is important. Demonstrates positive behavior, and always follows safety rules.

Media and Technology - Kindergarten

Follows basic rules of the library/technology setting.

Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills

Identifies basic features of a digital device.

Marking Period	1	2	3	4

ALL	Rarely meets the expectation set by the rubric.	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.
<i>Identifies the front cover, back cover and title of a book and defines the role of the Author and illustrator.</i>				
Marking Period	1	2	3	4
ALL	Rarely meets the expectation set by the rubric	Sometimes meets the expectation set by the benchmark	Demonstrates understanding of concepts and skills	Independently and consistently uses skills.