

# Proficiency Scales

Language Arts  
KINDERGARTEN  
2020



SOUTHWESTERN UNION  
EDUCATION

## PROFICIENCY SCALES

**Proficiency scales serve as a starting point** for unit planning, creating assessments, delivering instruction, grading, and reporting progress, as well as making teaching visible to students and guiding their growth on the standards. Specifically, a proficiency scale is a continuum or learning progression that articulates distinct levels of knowledge and skills relative to specific standards. It shows teachers and students what proficiency looks like, what knowledge and skills students need to achieve proficiency, and how students might go beyond proficiency.

**A proficiency scale is composed of a series of levels** as follows:

**Score 3.0**—Heart of the proficiency scale; it defines the target content that teachers expect all students to know and be able to do. I CAN statements are provided for this level.

**Score 2.0**—Simpler content; it describes the foundational knowledge and skills that students will need to master before progressing to proficiency.

**Score 4.0**—Challenging content; it provides students the opportunity to go above and beyond expectations by applying their knowledge in new situations or demonstrating understanding beyond what the teacher teaches in class. A generic statement is provided for this level.

**Scores 1.0 and 0.0**—No specific content; 1.0 indicates that a student can demonstrate some knowledge or skill with help from the teacher, but not independently; 0.0 means that, even with help, a student cannot show any understanding. Generic statements are provided for these levels.

**Half-point Scores**—More precise measurement of knowledge and skills that is between two levels. Generic statements are provided for these levels.

**Proficiency scales become** the centerpiece of communication and understanding in the classroom, as well as the common language for discussing learning between teacher and student.

**The proficiency scales are organized** according to the domains and strands in the NAD standards.

**The cognitive rigor or complexity of the 3.0 learning targets** has also been included, for it impacts the selection of instructional activities as well as assessment tasks. The Depth of Knowledge (DOK) model is generally used for this purpose, which is a taxonomy of four levels of cognitive demand. The levels are:

- **Level 1**—Recall
- **Level 2**—Skill/Concept
- **Level 3**—Strategic Thinking
- **Level 4**—Extended Thinking

# Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

## **DISCIPLINARY TRANSFER GOALS**

There are a small number of overarching, long-term transfer goals in each subject area. They are meant to be integrated within and across grade-level instruction. Below are the transfer goals for language arts.

1. Demonstrate independence.
2. Build strong content knowledge.
3. Respond to the varying demands of audience, task, purpose and discipline.
4. Comprehend as well as critique.
5. Value evidence.
6. Use technology and digital media strategically and capably.
7. Come to understand other perspectives and cultures.



# ESSENTIAL QUESTIONS AND BIG IDEAS for READING DOMAINS

# K-2

## Reading Foundations, Literature and Informational Text

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**Essential Question:** How can we honor God when we read, reflect, and respond to a variety of texts?

**Big Idea:** We honor God when we choose to reflect and respond to what we read in ways that help us grow in faith, learning, and service.

## Writing

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**Essential Question:** How can we honor God when we write for a variety of purposes and audiences?

**Big Idea:** We honor God when we choose to write in ways that affirm the teachings in His Word.

## Speaking and Listening

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**Essential Question:** How does the ability to listen and speak effectively help us to better understand God, others, and ourselves?

**Big Idea:** The ability to listen and speak effectively in a variety of situations allows us to communicate information, ideas, and feelings to better understand God, others, and ourselves.



Subject: <b>Language Arts</b>	Domain: <b>Reading/Reading Foundations</b> Strand: <b>Print Concepts</b>	Grade: <b>K</b>
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**Standards:** LA.K.RF.1 Demonstrate understanding of the basic features of print: left to right, top to bottom, front to back; spoken words to written words; words separated by spaces in print (RF.K.1a-c)

LA.K.RF.2 Recognize and name all upper- and lowercase letters (RF.K.1d)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Follow words from left to right, top to bottom, and page by page <b>DOK 1</b> <b>I can follow the words in a book in the right order.</b></li><li>Explain that spoken words are represented in written language by specific sequences of letters <b>DOK 1</b> <b>I can explain that words I say can be written using letters in a certain order.</b></li><li>Explain that words are separated by spaces in print <b>DOK 1</b> <b>I can explain that words have spaces between them.</b></li><li>Name all upper- and lowercase letters of the alphabet <b>DOK 1</b> <b>I can name all the upper- and lowercase letters in the alphabet.</b></li><li>Print upper- and lowercase letters <b>DOK 1</b> <b>I can print upper- and lowercase letters.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Alphabet, book, bottom, left, letter, lowercase, page, print, right, space, top, uppercase, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Orient book or text properly</li><li>Identify a word on the page</li><li>Identify letters in a word</li><li>Recognize all upper- and lowercase letters of the alphabet</li><li>Use a teacher-provided model to print upper-and lowercase letters</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Reading Foundations**  
Strand: **Phonological Awareness**Grade: **K**

**Standard:** LA.K.RF.3 Demonstrate understanding of spoken words, syllables, and phonemes (sounds); recognize and produce rhyming words; count, pronounce, blend, and segment syllables; blend and segment onsets and rimes of one-syllable words; isolate and pronounce the initial, medial vowel, and final sounds (CVC); add or substitute sounds in one-syllable words to make new words (RF.K.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Produce rhyming words <b>DOK 2</b> <b>I can make rhyming words.</b></li><li>Blend and segment syllables in spoken words <b>DOK 2</b> <b>I can blend and divide words into syllables.</b></li><li>Blend and segment onsets and rimes of single-syllable spoken words (e.g., the onset /sh/ and rime /irt/ combine to make the word shirt; shirt can be segmented into its onset /sh/ and rime /irt/) <b>DOK 2</b> <b>I can blend and take apart the beginning sounds and ending parts of one-syllable words.</b></li><li>Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (e.g., add /s/ to the end of tap to make taps; substitute the /b/ in bag with /r/ to make rag) <b>DOK 2</b> <b>I can make new words by changing a consonant or a vowel sound in a word I already know.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Blend, onset, rhyming, rime, segment, single, sound, syllable, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize rhyming words</li><li>Count and pronounce syllables in spoken words</li><li>Identify onsets and rimes of single-syllable spoken words (e.g., in the word bat, /b/ is the onset and /at/ is the rime)</li><li>Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (not including CVCs ending with /l/, /r/, or /x/)</li></ul>	



	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Reading Foundations**  
Strand: **Phonics and Word Recognition**Grade: **K****Standard:** LA.K.RF.4 Demonstrate one-to-one letter-sound correspondence; associate long and short vowel sounds with the common graphemes (spellings); read grade-appropriate high-frequency sight words; distinguish between similarly spelled words (RF.K.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Read common high-frequency words by sight (<i>e.g., the, of, to, you, she, my, is, are, do, does</i>) <b>DOK 1</b> <b>I can read common sight words.</b></li><li>Distinguish between similarly spelled words by identifying the sounds of the letters that differ (<i>e.g., tag, bag, rag</i>) <b>DOK 2</b> <b>I can tell the difference between similar words by looking at the letters that are different.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Consonant, high-frequency, letter, long vowel, short vowel, similar, sounds, vowel, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Produce the primary or many of the most frequent sounds for each consonant</li><li>Associate the long and short sounds with common spellings (graphemes) for the five major vowels</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Reading Foundations**  
Strand: **Fluency**Grade: **K**

**Standards:** LA.K.RF.5 Read emergent-reader texts with purpose and understanding (RF.K.4)  
LA.K.RF.6 Begin to develop silent reading strategies  
LA.K.RL.13 Actively engage in group reading activities, including stories and poetry, with purpose and understanding (RL.K.10)  
LA.K.RI.13 Actively engage in group reading activities with purpose and understanding (RI.K.10)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Actively engage in group reading activities with purpose and understanding <b>DOK 2</b> <b>I can be an important part of reading activities in my classroom.</b></li><li>Read grade-appropriate text with purpose and understanding <b>DOK 2</b> <b>I can read and understand books at my level well.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Engage, purpose, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Participate in group reading activities</li><li>Identify the purpose for reading a grade-appropriate text (<i>e.g., to understand what I am reading</i>)</li><li>Begin to develop silent reading strategies (<i>e.g., by following print during read-alouds, re-reading texts</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: Language Arts		Domain: Reading/Literature, Informational Text	Grade: K
		Strand: Key Ideas and Details	
<b>Standards:</b> LA.K.RL.1 With prompting, ask and answer questions about key details (RL.K.1) LA.K.RI.1 With prompting, ask and answer questions about key details (RI.K.1)			
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught		
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content	
Score 3.0	The student will: <ul style="list-style-type: none"><li>Ask and answer questions about key details in a grade-appropriate story or informational text (<i>e.g., Who first landed on the moon? Where do clown fish live? How do you know whales are mammals? How is a lizard like an alligator? What is a different title for this book?</i>) <b>DOK 2</b></li></ul> <b>I can ask and answer questions about important details in books.</b>		
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content	
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Answer, ask, detail, question, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Answer teacher-provided questions about key details in a grade-appropriate story or informational text (<i>e.g., Who was in this book? What do we know about them? • When did (event) happen? Where is that in the book? • Why did (event) happen? How do you know? • What does (character) think about (event)? How do you know? • What was the big problem or event in this story? How did they solve the problem? • What do you think (character) will do different next time?</i>)</li></ul>		
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content	
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content		
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content	
Score 0.0	Even with help, no success		



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **K**  
Strand: **Key Ideas and Details**

**Standards:** LA.K.RL.2 With prompting, retell familiar stories, including key details (RL.K.2)  
LA.K.RI.2 With prompting, identify the main topic and retell key details (RI.K.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Retell grade-appropriate familiar stories, including key details <b>DOK 2</b> <b>I can retell a story I know using important details from the story.</b></li><li>Identify the main topic and retell key details of a grade-appropriate informational text <b>DOK 3</b> <b>I can tell the main topic and important details in informational books.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Detail, information, main topic, retell, story, text</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Retell grade-appropriate familiar stories using cues (<i>e.g., pictures from the story</i>)</li><li>Recognize the main topic of a grade-appropriate informational text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Key Ideas and Details**Grade: **K**

**Standards:** LA.K.RL.3 With prompting, identify characters, setting, and major events in a story; sequence story events using pictures (RL.K.3)  
LA.K.RI.3 With prompting, describe the connection between two individuals, events, ideas, or pieces of information; sequence information using pictures (RI.K.3)  
LA.K.RL.10 Make connections between a text and personal life experiences

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Describe characters, settings, and major events in a grade-appropriate story <b>DOK 2</b> <b>I can tell the characters, setting, and what happens in stories.</b></li><li>Describe the connection between two individuals, events, ideas, or pieces of information in a grade-appropriate informational text <b>DOK 3</b> <b>I can tell how people, events, or ideas are connected in informational books.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Characters, connection, event, idea, individual, information, setting, story, text</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize characters, settings, and major events in a grade-appropriate story</li><li>Recognize or recall individuals, events, ideas, or pieces of information that are connected in a grade-appropriate informational text</li><li>Make connections between a story and personal life experiences</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Craft and Structure**Grade: **K**

**Standards:** LA.K.RL.4 Ask and answer questions about unknown words in a text (RL.K.4)  
LA.K.RI.4 With prompting, ask and answer questions about unknown words in a text (RI.K.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Ask and answer questions about unknown words in a grade-appropriate story (e.g., <i>What part of the word do I know? Is there another word I know that can help me with this word? Does the picture help me figure out the word?</i>) <b>DOK 2</b> <b>I can ask and answer questions about new words in stories.</b></li><li>Ask and answer questions about unknown words in a grade-appropriate informational text (e.g., <i>What part of the word do I know? Is there another word I know that can help me with this word? Does the picture help me figure out the word?</i>) <b>DOK 2</b> <b>I can ask and answer questions about new words in informational books.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Answer, ask, information, question, story, text, word</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Answer teacher-provided questions about unknown words in a grade-appropriate story (e.g., <i>Is there a chunk in that word that you know? Do you know a word like that? Is there something in the picture that can help you?</i>)</li><li>Identify unknown words in a grade-appropriate informational text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Craft and Structure**Grade: **K****Standards:** LA.K.RL.5 Recognize common types of texts (e.g., Scripture, storybooks, poems) (RL.K.5)

LA.K.RI.5 Identify the front cover, back cover, and title page of a book (RI.K.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Identify examples of common types of texts (<i>e.g., storybooks, poems</i>) <b>DOK 2</b> <b>I can tell the difference between the different kinds of texts I read.</b></li><li>Describe the front cover, back cover, and title page of an informational book <b>DOK 2</b> <b>I can describe the front cover, back cover, and title page of an informational book.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Back cover, book, example, front cover, poem, storybook, text, title page</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize common types of texts (<i>e.g., storybooks, poems</i>)</li><li>Identify the front cover, back cover, and title page of an informational book</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **K**  
Strand: **Craft and Structure**

**Standards:** LA.K.RL.6 With prompting, name and define the role of the author and illustrator (RL.K.6)  
LA.K.RI.6 With prompting, name and define the role of the author and illustrator (RI.K.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Describe the role of the author and illustrator in telling a story or in presenting the ideas and information in a text <b>DOK 2</b></li></ul> <b>I can tell what the jobs of the author and illustrator are in stories or informational books.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Author, idea, illustrator, information, role, story, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Name the author and illustrator of a story or an informational text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Integration of Knowledge and Ideas**Grade: **K**

**Standards:** LA.K.RL.7 With prompting, describe the relationship between illustrations and the story (RL.K.7)  
LA.K.RI.7 With prompting, describe the relationship between illustrations and the text (RI.K.7)  
LA.K.RL.9 Predict story outcomes using picture clues  
LA.K.RI.10 Predict outcomes using pictures and illustrations

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Describe the relationship between illustrations and a grade-appropriate story in which they appear (<i>e.g., what moment in a story an illustration depicts</i>) <b>DOK 2</b> <b>I can tell how the words and pictures go together in stories.</b></li><li>Describe the relationship between illustrations and a grade-appropriate informational text in which they appear (<i>e.g., what person, place, thing, or idea in the text an illustration depicts</i>) <b>DOK 2</b> <b>I can tell how the words and pictures go together in informational books.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Clue, depict, idea, illustration, information, person, picture, place, predict, outcome, relationship, story, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize the relationship between illustrations and the grade-appropriate story or informational text in which they appear</li><li>Predict outcomes using pictures and illustrations</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Integration of Knowledge and Ideas**Grade: **K****Standard:** LA.K.RI.8 With prompting, identify the reasons an author gives to support ideas (RI.K.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Identify the reasons an author gives to support points in a grade-appropriate informational text (<i>e.g., when read a text, identify a point an author is making; identify sentences that support the point</i>) <b>DOK 2</b> <b>I can find the reasons an author gives to make the information clear.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Author, detail, point, reason, support, text, topic</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize details that support a teacher-provided main topic (<i>e.g., when read a text about a given topic, identify sentences that support the topic</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Reading/Literature, Informational Text**  
Strand: **Integration of Knowledge and Ideas**Grade: **K**

**Standards:** LA.K.RL.8 With prompting, compare and contrast characters (e.g., adventures and experiences) (RI.K.9)  
LA.K.RI.9 With prompting, identify similarities and differences between two texts on the same topic (RI.K.9)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Compare and contrast the adventures and experiences of characters in familiar grade-appropriate stories <b>DOK 3</b> <b>I can tell what is the same and different about the actions of characters in stories I know.</b></li><li>Identify basic similarities in and differences between two grade-appropriate informational texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>) <b>DOK 3</b> <b>I can tell how two informational books about the same thing are alike and different.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Adventure, character, compare, contrast, description, experience, illustration, procedure, similarity, story, text, topic</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize or recall details of the adventures and experiences of characters in a familiar grade-appropriate story</li><li>Identify features (<i>e.g., illustrations, descriptions, or procedures</i>) of a grade-appropriate informational text</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	

	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts** Domain: **Reading/Literature, Informational Text** Grade: **K**  
Strand: **Integration of Knowledge and Ideas**

**Standards:** LA.K.RL.11 With prompting, recognize differences between fantasy and reality, right and wrong, fact and opinion  
LA.K.RI.11 With prompting, recognize differences between right and wrong, fact and opinion

LA.K.RL.12 Choose literature that reflects the teachings in God's Word

LA.K.RI.12 Choose informational text that affirms the teachings in God's Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Classify statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion (<i>e.g., when given a set of sentences from either a story or an informational text, use a T-chart to sort them into given categories</i>) <b>DOK 3</b> <b>I can tell the difference between fantasy and reality, right and wrong, and fact and opinion in stories and informational books.</b></li><li>Choose stories that reflect the teachings in God's Word <b>DOK 3</b> <b>I can choose stories that would please Jesus.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Choose, difference, fantasy, fact, information, opinion, reality, right, statement, story, text, wrong</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize statements from stories and informational text as either fantasy or reality, right or wrong, or fact or opinion</li><li>Choose informational texts that affirm the teachings in God's Word</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	



	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**      Domain: **Reading/Literature, Informational Text**      Grade: **K**  
Strand: **Range of Reading and Level of Text Complexity**

**Standards:** LA.K.RL.14 Use picture clues to read a story  
LA.K.RI.14 Use picture clues to read information  
LA.K.RL.15 With support, read literature for pleasure  
LA.K.RI.15 With support, read informational texts on topics of interest

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Read stories for pleasure <b>DOK 2</b> <b>I can read stories for fun.</b></li><li>Read informational texts on topics of interest <b>DOK 2</b> <b>I can read informational books on things that interest me.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Book, clue, information, picture, read, story, text</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Use picture clues to read a story</li><li>Use picture clues to read informational texts</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Text Types and Purposes**

**Standards:** LA.K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces about a topic or book and state a preference about the topic or book (e.g., My favorite books . . .) (W.K.1)

LA.K.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book <b>DOK 3</b> <b>I can draw or write to help me share what I think about a book.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Compose, dictate, opinion, preference, topic</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Complete a teacher-provided template to represent opinions about a book (e.g., <i>My favorite book is _____. I like this book because _____.)</i></li><li>Produce writing that honors God and affirms the teachings in His Word</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Text Types and Purposes****Standards:** LA.K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and include some information (W.K.2)

LA.K.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic <b>DOK 3</b></li></ul> <b>I can draw or write to help me share what I know about a topic.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Compose, information, informative/explanatory, text, topic</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Complete a teacher-provided template for representing informative/explanatory information (e.g., <i>My topic is _____. Things I know about my topic: _____. </i>)</li><li>Produce writing that honors God and affirms the teachings in His Word</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Text Types and Purposes**

**Standards:** LA.K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell events in sequence, and provide a reaction (W.K.3)  
LA.K.W.4 Produce writing that honors God and affirms the teachings in His Word

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened <b>DOK 3</b> <b>I can draw or write to tell an organized story about something that has happened.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Event, narrate, narrative, order, reaction</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Complete a teacher-provided template to represent a narrative about an event (e.g., <i>My story is about _____. This is what happened: _____. This is what I think about what happened: _____.</i>)</li><li>Produce writing that honors God and affirms the teachings in His Word</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Production and Distribution of Writing****Standards:** LA.K.W.5 With support, respond to questions and suggestions from peers and add details to strengthen writing (W.K.5)

LA.K.W.6 With support and in collaboration with peers, explore a variety of tools (e.g., digital, print) to produce and publish writing (W.K.6)

LA.K.W.10 With support, write routinely for a range of tasks, purposes, and audiences

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Respond to questions and suggestions from peers and add details to strengthen writing as needed <b>DOK 3</b> <b>I can listen to my friends' ideas to help add details to my stories.</b></li><li>Use a variety of digital tools to produce and publish writing, including in collaboration with peers <b>DOK 2</b> <b>I can use a computer or tablet to publish my writing.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Computer, detail, plan, publish, revise, story</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Plan writing based on specific prompts from the teacher</li><li>Revise writing based on specific prompts from the teacher</li><li>Demonstrate the features of various grade-appropriate technologies (e.g., word processor)</li><li>Write routinely for a range of tasks, purposes, and audiences</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content



Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Production and Distribution of Writing****Standard:** LA.K.W.7 Apply common conventions of manuscript writing (e.g., left-to-right, uppercase and lowercase letters, spacing between letters)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Demonstrate proper formation of uppercase and lowercase letters (<i>e.g., follow common language of letter formation as letters are formed</i>) <b>DOK 1</b> <b>I can write uppercase and lowercase letters correctly.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Bottom, form, left, lowercase letters, manuscript, pencil grip, right, size, space, top, uppercase letters, write</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Demonstrate common conventions of manuscript writing (<i>e.g., appropriate pencil grip, top to bottom, left to right, uniform size for letters, spacing between letters</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Research to Build and Present Knowledge****Standard:** LA.K.W.8 Participate in shared research and writing projects (e.g., explore books by a favorite author and express opinions about them) (W.K.7)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Participate in shared grade-appropriate research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>) <b>DOK 3</b></li></ul> <b>I can help my class learn about a subject and then write about it.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Project, research, shared, write</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Participate in shared grade-appropriate research and writing projects (e.g., <i>explore a number of books by a favorite author and express opinions about them</i>) using explicit teacher direction or a teacher-provided template</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Writing**Grade: **K**Strand: **Research to Build and Present Knowledge****Standard:** LA.K.W.9 With support, recall experiences or gather information from provided sources to answer a question (W.K.8)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Recall information from experiences or gather information from teacher-provided grade-appropriate sources to answer a teacher-provided question</li></ul> <p><b>DOK 2</b></p> <p><b>I can use what I know and have read about to answer questions.</b></p>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Answer, experience, information, question, recall, source</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Recognize or recall examples of appropriate materials to find information</li><li>Find answers to teacher-provided questions using teacher-provided grade-appropriate resources</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Speaking and Listening**  
Strand: **Comprehension and Collaboration**Grade: **K**

**Standard:** LA.K.SL.1 Participate in collaborative conversations in diverse groups: follow agreed-upon rules (e.g., listening, taking turns speaking, making eye contact); continue a conversation through multiple exchanges (SL.K.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in small and larger groups (e.g., <i>continue a conversation through multiple exchanges</i>) <b>DOK 2</b> <b>I can show I know how to have good conversations with my friends and teachers.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Conversation, discussion, exchange, text, topic</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Participate in collaborative conversations with diverse partners about grade-appropriate topics and texts with peers and adults in groups with teacher modeling</li><li>Follow agreed-upon rules for discussions (e.g., <i>listening to others and taking turns speaking about the topics and texts under discussion</i>)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Speaking and Listening**  
Strand: **Comprehension and Collaboration**Grade: **K**

**Standards:** LA.K.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media (SL.K.2)  
LA.K.SL.3 Ask and answer questions to seek help, get information, or clarify meaning (SL.K.3)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Ask and answer questions about key details and request clarification if something is not understood from text read aloud or information presented orally or through other grade-appropriate media <b>DOK 2</b> <b>I can ask and answer questions about something I have heard.</b></li><li>Ask and answer questions in order to seek help, get information, or clarify something that is not understood <b>DOK 2</b> <b>I can ask and answer questions to get help with something I don't understand.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Answer, ask, clarification, clarify, detail, information, media, orally, question, text</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Answer teacher-provided questions about a grade-appropriate text read aloud or an oral presentation</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Speaking and Listening**Grade: **K**Strand: **Presentation of Knowledge and Ideas**

**Standards:** LA.K.SL.4 Describe familiar people, places, things, and events and, with prompting, provide additional detail (SL.K.4)  
LA.K.SL.7 Give brief oral presentations (e.g., poems, memory verses, songs)  
LA.K.SL.8 Demonstrate reverence when listening to God's Word and participating in prayer

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Describe familiar people, places, things, and events in an oral presentation</li></ul> <b>DOK 2</b> <b>I can use details when I tell about people, places, and things.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Describe, detail, event, God's Word, listen, oral, prayer, question, reverence</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Orally answer teacher-provided questions</li><li>Give brief oral presentations (<i>e.g., poems, memory verses, songs</i>)</li><li>Demonstrate reverence when listening to God's Word and participating in prayer</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**Domain: **Speaking and Listening**Grade: **K**Strand: **Presentation of Knowledge and Ideas**

**Standards:** LA.K.SL.5 Add visual displays to descriptions as desired (SL.K.5)  
LA.K.SL.6 Speak audibly and express thoughts, feelings, and ideas clearly (SL.K.6)  
LA.K.L.5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts (L.K.6)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>• Add drawings or other visual displays to descriptions to provide additional detail in an oral presentation <b>DOK 2</b> <b>I can use drawings to help add details to what I share.</b></li><li>• Clearly express thoughts, ideas, opinions, and feelings orally <b>DOK 2</b> <b>I can speak and share my ideas clearly.</b></li><li>• Use grade-appropriate words and phrases acquired through conversations, reading, and being read to <b>DOK 3</b> <b>I can use the new words I learn in different ways to show that I know what they mean.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li>• <i>Audibly, feeling, idea, opinion, oral, presentation, visual</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>• Speak audibly</li><li>• Recognize or recall the meaning of grade-appropriate general academic and domain-specific words and phrases</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Conventions of Standard English**

**Standard:** LA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use frequently recurring nouns and verbs: form regular plural nouns orally by adding /a/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on, off, for, of, by, with); produce and expand complete sentences in shared language activities (L.K.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Use frequently occurring nouns and verbs in writing or speaking <b>DOK 2</b> <b>I can use nouns (words that name) and verbs (action words) when I write or speak.</b></li><li>Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) <b>DOK 2</b> <b>I can make nouns plural (more than one) by adding “s” or “es” to the end.</b></li><li>Use the most frequently occurring prepositions in writing or speaking (e.g., to, from, in, out, on, off, for, of, by, with) <b>DOK 2</b> <b>I can use common prepositions (to, from, in, out, on, off, for, of, by, with).</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Noun, plural, preposition, speak, verb, write</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Demonstrate the use of grade-appropriate grammar and usage conventions in isolation</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content

Score 0.0	Even with help, no success
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Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Conventions of Standard English**

**Standard:** LA.K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use frequently recurring nouns and verbs; form regular plural nouns orally by adding /a/ or /es/; use question words; use prepositions (e.g., to, from, in, out, on, off, for, of, by, with); produce and expand complete sentences in shared language activities (L.K.1)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>) <b>DOK 2</b> <b>I can use question words (who, what, where, when, why, how).</b></li><li>Expand complete sentences in shared language activities <b>DOK 2</b> <b>I can create longer complete sentences with my class.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Complete sentence, how, interrogative, question, what, when, where, who, why</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize or recall examples of question words (e.g., <i>who, what, where, when, why, how</i>)</li><li>Produce complete sentences in shared language activities</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Conventions of Standard English**

**Standard:** LA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically (L.K.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Capitalize the first word in a sentence and the pronoun I <b>DOK 2</b> <b>I can capitalize the first word in a sentence and the pronoun I.</b></li><li>Recognize and name end punctuation (e.g., period, question mark, exclamation point) <b>DOK 2</b> <b>I can find and name punctuation at the end of a sentence.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Capitalize, end punctuation, pronoun, sentence</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Demonstrate the use of grade-appropriate capitalization and punctuation conventions in isolation</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Conventions of Standard English**

**Standard:** LA.K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling: capitalize the first word in a sentence, own name, and the pronoun I; recognize and name end punctuation; write a letter or letters for most consonants and short vowel sounds; spell simple words phonetically (L.K.2)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Write a letter or letters for most consonant and short vowel sounds (phonemes) <b>DOK 2</b> <b>I can write a letter or letter for most consonant and short vowel sounds.</b></li><li>Spell grade-appropriate words phonetically, drawing on knowledge of sound-letter relationships <b>DOK 2</b> <b>I can use what I know about letters and sounds to spell easy words.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Consonant, letter, short vowel, sound, word</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize or recall sound-letter relationships</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Vocabulary Acquisition and Use**

**Standard:** LA.K.L.3 Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Apply new meanings to familiar words (e.g., <i>knowing duck is a bird and a verb</i>)</li></ul> <b>DOK 3</b> <b>I can find new meaning to words I already know and use them correctly.</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li><i>Familiar, meaning, word</i></li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Recognize new meanings for familiar words when pointed out by the teacher</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	



Subject: **Language Arts**Domain: **Language**  
Strand: **Vocabulary Acquisition and Use**Grade: **K**

**Standard:** LA.K.L.3 Determine the meaning of unknown and multiple-meaning words and phrases: identify and apply new meanings for familiar words (e.g., duck as a noun or verb); use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	The student will: <ul style="list-style-type: none"><li>Use the most frequently occurring inflections and affixes (e.g., -ed, -s, un-, pre-, -ful, -less) as a clue to the meaning of an unknown grade-appropriate word</li></ul> <b>DOK 2</b> <b>I can use beginnings and endings of words to help me figure out what they mean (-ed, -s, un-, pre-, -ful, -less).</b>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	The student will recognize or recall vocabulary such as: <ul style="list-style-type: none"><li>Affix, clue, meaning, word</li></ul> The student will perform basic processes, such as: <ul style="list-style-type: none"><li>Identify frequently occurring inflections and affixes (e.g., -ed, -s, un-, pre-, -ful, -less)</li></ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	

Subject: **Language Arts**Domain: **Language**Grade: **K**Strand: **Vocabulary Acquisition and Use**

**Standard:** LA.K.L.4 With support, explore word relationships and nuances in word meanings: sort common objects into categories; demonstrate understanding of verbs and adjectives by relating them to their antonym; identify real-life connections between words and their use (e.g., words that are colorful); distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out their meanings (L.K.5)

Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	<p>The student will:</p> <ul style="list-style-type: none"><li>Sort common objects (e.g., <i>shapes, foods</i>) into categories and describe each category <b>DOK 2</b> <b>I can sort things into groups and use the names of the groups to help me understand them better.</b></li><li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) <b>DOK 2</b> <b>I can match some verbs (action words) and adjectives (describing words) with their opposites.</b></li><li>Explain the real-life connections between grade-appropriate words and their use (e.g., <i>describe places at school that are colorful</i>) <b>DOK 2</b> <b>I can tell how words are used in real life.</b></li><li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings <b>DOK 3</b> <b>I can tell the difference between verbs (action words) that are almost alike.</b></li></ul>	
	Score 2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
Score 2.0	<p>The student will recognize or recall vocabulary such as:</p> <ul style="list-style-type: none"><li><i>Adjective, antonym, category, connection, opposite, real life, relate, sort, use, verb</i></li></ul> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"><li>Sort common objects (e.g., <i>shapes, foods</i>) into teacher-provided categories and describe each category</li><li>Recognize opposites of frequently occurring verbs and adjectives</li><li>Identify examples of real-life connections between grade-appropriate words and their use (e.g., <i>identify places at school that are colorful</i>)</li></ul>	

	<ul style="list-style-type: none"> <li>Determine the meaning of verbs describing the same general action in isolation (<i>e.g., walk, march, strut, prance</i>)</li> </ul>	
	Score 1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content but not at score 3.0 content
Score 0.0	Even with help, no success	