K

KIRKWOOD
SCHOOL DISTRICT

KINDERGARTEN
REPORT CARD
SCORING GUIDES
(RUBRICS)

2019-2020

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KINDERGARTEN LISTENING AND SPEAKING

Comprehension and Collaboration

Effectively Engages in Discussions Within a Group

Beginning: I need guidance to participate in a variety of collaborative conversations using discussion strategies (e.g. turn to your partner and think-pair-share), and I respectfully take turns talking and listening to understand diverse perspectives within the group.

Approaching: I attempt to participate in a variety of collaborative conversations using discussion strategies (e.g. turn to your partner and think-pair-share), and I respectfully take turns talking and listening to understand diverse perspectives within the group.

Meeting: I can to participate in a variety of collaborative conversations using discussion strategies (e.g. turn to your partner and think-pair-share), and I respectfully take turns talking and listening to understand diverse perspectives within the group.

Extending: I can participate in a variety of collaborative conversations using discussion strategies (e.g. turn to your partner and think-pair-share), and I respectfully take turns talking and listening to understand diverse perspectives within the group and transfer my understanding effectively across the curriculum.

Understands and Identifies Details from Text Read Aloud

Beginning: I need guidance to recall information from digital and print formats and ask and answer questions to understand the author's message.

Approaching: I attempt to recall information from digital and print formats and ask and answer questions to understand the author's message.

Meeting: I can recall information from a variety of digital and print formats and ask and answer questions to understand the author's message.

Extending: I can recall information from a variety of digital and print formats and ask and answer questions to understand the author's message and transfer my understanding effectively across the curriculum.

Evaluates a Speaker's Point of View

Beginning: I need guidance to listen and ask focused questions to understand precisely what a speaker is saying.

Approaching: I attempt to listen and ask focused questions to understand precisely what a speaker is saying.

Meeting: I can listen and ask focused questions to understand precisely what a speaker is saying.

Extending: I can listen and ask focused questions to understand precisely what a speaker is saying and transfer my understanding effectively across the curriculum.

Presentation of Knowledge and Ideas

Presents Information with Relevant Facts and Descriptive Details

Beginning: I need guidance to report on a topic using relevant facts and/or tell a story using a visual display to provide details, making my reasoning clear to the listener.

Approaching: I attempt to report on a topic using relevant facts and/or tell a story using a visual display to provide details, making my reasoning clear to the listener.

Meeting: I can report on a topic using relevant facts and/or tell a story using a visual display to provide details, making my reasoning clear to the listener.

Extending: I can report on a topic using relevant facts and/or tell a story using a visual display to provide details, making my reasoning clear to the listener and transfer my understanding effectively across the curriculum.

Speaks Clearly with Appropriate Pace, Volume, and Expression

Beginning: I need guidance to speak clearly and at an appropriate pace to express my thoughts, feelings and ideas.

Approaching: I attempt to speak clearly and at an appropriate pace to express my thoughts, feelings and ideas.

Meeting: I can speak clearly and at an appropriate pace to express my thoughts, feelings and ideas.

Extending: I can speak clearly and at an appropriate pace to express my thoughts, feelings and ideas and transfer my understanding effectively across the curriculum.

KINDERGARTEN READING

Decoding: Uses Multiple Decoding Strategies to Solve Tricky Words

Beginning: I need help to use decoding strategies to solve tricky words.
> Expectations:
>> Quarter 1: Identifies 0-17 letter names
>> Quarter 2: Knows 0-6 letter sounds

Approaching: I can sometimes use multiple decoding strategies to solve tricky words.
> Expectations:
>> Quarter 1: Identifies 18-41 letter names
>> Quarter 2: Knows 7-19 letter sounds

Meeting: I can consistently use multiple decoding strategies to solve tricky words.
> Expectations:
>> Quarter 1: Identifies 42-54 letter names
>> Quarter 2: Knows 20-26 letter sounds

Look Fors*:*
> Quarter 3: Blends/segments, reads words, uses "super powers" of pointer power, reread power, partner power, picture power, snap work power, persistence power, and book talk power
> Quarter 4: reads sentences

Extending: I can use the *most efficient strategies* to solve tricky words.

Fluency: Reads at A Smooth Pace with Appropriate Expression

Beginning: I need help to read at a smooth pace with appropriate expression.

Approaching: I can sometimes read at a smooth pace with appropriate expression.

Meeting: I can consistently read at a smooth pace with appropriate expression.

Look Fors:
> Quarter 1: Imitates adults, remembers stretches of text, is fluent but is not tied to text
> Quarter 2: Is fluent in shared reading, checks language with print, matches word-by-word
> Quarter 3: Has smooth word recognition/solving for faster reading
> Quarter 4: Sounds fluent on easy texts/short stretches of harder text

Extending: I can *change my voice to show emotion, dialogue, or a character's feelings.*

Literal Comprehension: Understands What is Written in the Text

Beginning: I need help understanding what is written in the text.

Approaching: I can sometimes understand what is written in the text.

Meeting: I can consistently understand what is written in the text.

Look Fors:
> Quarter 1: Uses pictures & patterns & "rereads" to say more and more about the text, answers questions on key details from read-alouds & shared readings
> Quarter 2: Uses superpowers to read what is on page, answers questions on key details from read-alouds & shared readings

Quarter 3: Uses patterns & changes in patterns to understand reading, checks that reading looks right, sounds right & makes sense, uses snap/sight words (with inflected ending) & picture powers when patterns disappear from text, uses reread power

Quarter 4: Jots thinking about books, pretends after close reading, talks/writes about similarities and differences in nonfiction books

Extending: I can understand what the *most important details* are in the text.

Reading On-Grade Level Texts: Uses Decoding, Fluency, And Comprehension Skills to Read Grade Level Text

Beginning: I need help to use decoding, fluency, and comprehension skills as I approach grade level texts.

Approaching: I can sometimes use decoding, fluency and comprehension skills as I approach grade level texts.

Meeting: I can consistently use decoding, fluency, and comprehension skills to read grade level text.

Expectations for Instructional Text Levels:

Quarter1: Participates in shared reading & read alouds; retells stories using pictures and sounds, like oral language; retells nonfiction using pictures, patterns, and some key topic words

Quarter 2: Participates in shared reading & read alouds; begins exploring level A/B texts with guidance/book intro; retells story using pictures and sounds, like story/written language

Quarter 3: C

Quarter 4: D

Extending: I can use decoding, fluency and comprehension skills to read above grade level text.

Quarter 1: E

Quarter 2: G

Quarter 3: I

Quarter 4: K

KINDERGARTEN WRITING

Structure

Organizes Ideas

Beginning: I need help to organize ideas.

Approaching: I attempt to organize ideas.

Meeting: I can organize ideas.

Look fors:

> Quarter 1: (narrative) tells, draws and/or writes an idea or story
>
> Quarter 2: (narrative) tells, draws, and/or writes an idea or story
>
> Quarter 3: (informational) tells, draws, and writes about a topic
>
> Quarter 4: (informational) tells, draws, and writes about a topic across pages, has a last page

Extending: I can organize ideas, using leads, transitions, and/or endings.

Development

Elaborates on Ideas

Beginning: I need help to elaborate on ideas.

Approaching: I attempt to elaborate on ideas.

Meeting: I can elaborate on ideas.

Look fors:

> Quarter 1: (narrative) tells, draws, and/or writes who was there and what they did
>
> Quarter 2: (narrative tells, draws, and/or writes who was there, what they did, and some details about what happened
>
> Quarter 3: (informational) draws and writes important things about a topic
>
> Quarter 4: (informational) draws and writes important things and some details about a topic

Extending: I can elaborate on ideas and make craft choices.

Conventions

Uses Correct Spelling in Writing

Beginning: I need help to use correct spelling in writing.

Approaching: I attempt to use correct spelling in writing.

Meeting: I can use correct spelling in writing.

Look fors:

> Quarter 1: begins to "read" own writing, writes a letter to represent a sound, uses the word wall to help with spelling
>
> Quarter 2: can read own writing, writes a letter for sounds heard, uses the word wall to help with spelling

Quarter 3: can read own writing, writes a letter for the initial and final sounds I heard, uses the word wall to help with spelling

Quarter 4: can read own writing, writes a letter for all the sounds heard, uses the word wall to help with spelling.

Extending: I can effectively use resources to spell unknown words correctly.

Uses Correct Spacing and Punctuation

Beginning: I need help to use correct spacing and punctuation in writing.

Approaching: I attempt to use correct spacing and punctuation in writing.

*Meeting***:** I can use correct spacing and punctuation in writing.

Look fors:

Quarter 1: begins to put spaces between words

Quarter 2: puts spaces between words

Quarter 3: puts spaces between words, begins using lowercase letters unless capitals are needed, begins using capital letters to start sentences

Quarter 4: puts spaces between words, uses lowercase letters unless capitals are needed, writes capital letters to start sentences, begins using ending punctuation

*Extending***:** I can enhance the readability and meaning of writing.

*Kindergarten will teach all three forms; narrative, informational, and persuasive, but will only report on narrative & informational. This is meant to help you, not limit you.

KINDERGARTEN MATHEMATICS

Counts to 100 by Ones and Tens

*Reported all 4 quarters

Beginning: I need help to count by ones and tens.
> **Expectations:**
>> Quarter 1: Counts from 0-10 by ones and tens
>> Quarter 2: Counts from 0-20 by ones and tens
>> Quarter 3: Counts from 0-50 by ones and tens
>> Quarter 4: Counts from 0-75 by ones; 0-50 by tens

Approaching: I can sometimes count by ones and tens.
> **Expectations:**
>> Quarter 1: Counts from 0-25 by ones; 0-20 by tens
>> Quarter 2: Counts from 0-50 by ones and tens
>> Quarter 3: Counts from 0-75 by ones; 0-50 by tens
>> Quarter 4: Counts from 0-100 by ones and tens

Meeting: I can count with fluency by ones and tens.
> **Expectations**:
>> Quarter 1: Counts from 0-50 by ones and tens
>> Quarter 2: Counts from 0-75 by ones; 0-50 by tens
>> Quarter 3: Counts from 0-100 by ones and tens
>> Quarter 4: Counts from 0-100 beginning at any number by ones and tens

Extending: I can consistently count with fluency by ones and tens beyond grade level expectations.
> **Expectations:**
>> Quarter 1: Counts from 0-75 or beyond by ones; 0-50 by tens
>> Quarter 2: Counts from 0-100 or beyond by ones and tens
>> Quarter 3: Counts from 0-100 beginning any given number by ones and tens
>> Quarter 4: Counts from 0-120 beginning at any number by ones and tens

Common Misconceptions:
- Skip numbers or decades
- Repeating numbers or decades
- Stop/paus at teen numbers and/or skip teen numbers
- Mixing the order of numbers or decades

Uses Numbers to Represent a Group of Objects

*Reported all 4 quarters

Beginning: I need help to count and write the correct numeral with a set of objects.
> **Expectations**:
> Quarter 1: Inconsistently counts **or** writes the correct numeral for object in sets of 0-5
> Quarter 2: Counts or writes the correct numeral for objects in sets of 0-5
> Quarter 3: Counts and writes the correct numeral for objects in sets of 0-5
> Quarter 4: Counts and writes the correct numeral for objects in sets of 0-10

Approaching: I can sometimes count and write the correct numeral with a set of objects.
> **Expectations:**
> Quarter 1: Counts **or** writes the correct numeral for objects in sets of 0-5
> Quarter 2: Counts and writes the correct numeral for objects in sets of 0-5
> Quarter 3: Counts and writes the correct numeral for objects in sets of 0-10
> Quarter 4: Counts and writes the correct numeral for objects in sets of 0-15

Meeting: I can count and write the correct numeral with a set of objects.
> **Expectations:**
> Quarter 1: Counts and writes the correct numeral for objects in sets of 0-5
> Quarter 2: Counts and writes the correct numeral for objects in sets of 0-10
> Quarter 3: Counts and writes the correct numeral for objects in sets of 0-15
> Quarter 4: Counts and writes the correct numeral for objects in sets of 0-20

Extending: I can consistently count and write the correct numeral with a set of objects beyond grade level expectations.
> **Expectations:**
> Quarter 1: Counts and writes the correct numeral for objects in sets of 0-10
> Quarter 2: Counts and writes the correct numeral for objects in sets of 0-15
> Quarter 3: Counts and writes the correct numeral for objects in sets of 0-20
> Quarter 4: Counts and writes the correct numeral for objects in sets of 0-20 by using equal groups (5's or 10's)

<u>Common Misconceptions:</u>

- Cannot write numbers in order (reversals are acceptable as long as it does not affect place value)
- Does not keep track of the number count or objects counted
- Cannot correctly match objects or pictures to numbers
- Does not understand teen numbers as 10 and some more

Compares Quantities (Greater than, Less than, Equal to)

*Reported Quarter 1 and Quarter 2

Beginning: I need help to compare groups of objects by telling which group is greater than, less than, or equal to by using matching and counting strategies.
> **Expectations:**
> Quarter 1: Compares groups of objects up to 5
> Quarter 2: Compares groups of objects up to 10

Approaching: I can sometimes compare groups of objects by telling which group is greater than, less than, or equal to by using matching and counting strategies.
> **Expectations:**
> Quarter 1: Compares groups of objects up to 5 (is not yet able to use all comparing language)
> Quarter 2: Compares groups of objects up to 10 (is not yet able to use all comparing language)

Meeting: I can compare groups of objects by telling which group is greater than, less than, or equal to by using matching and counting strategies.
> **Expectations:**
> Quarter 1: Compares groups of objects up to 5
> Quarter 2: Compares groups of objects up to 10

Extending: I can consistently compare groups of objects by telling which group is greater than, less than, or equal to by using matching and counting strategies beyond grade level expectations.
> **Expectations:**
> Quarter 1: Compares groups of objects up to 10
> Quarter 2: Compares groups of objects greater than 10

Common Misconceptions:
- Confuses or does not understand the terms: more, less, greater than, less than, equal to
- Does not represent counted objects with correct numbers
- Does not understand that each successive number in the counting sequence is one larger
- Makes errors in matching objects in one to one

Compares Attributes of Two Objects

*Reported quarter 1 and quarter 2

Beginning: I need help to compare objects with a measurable attribute in common and describe the difference.

Approaching: I can sometimes compare objects with a measurable attribute in common and describe the difference.

Meeting: I can compare objects with a measurable attribute in common and describe the difference.

Extending: I can consistently compare objects with a measurable attribute in common and describe the difference.

Common Misconceptions:
- Does not align objects end to end before comparing
- Confuses the terms taller/shorter, heavier/lighter, more/less

Names, Compares, and Describes Two and Three Dimensional Shapes

*Reported quarter 2 and quarter 3

Beginning: I need help to identify and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.

Approaching: I can sometimes identify and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.

Meeting: I can identify and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.

Expectations:
Quarter 2: Two Dimensional Objects such as circle, square, triangle, rectangle, and hexagon

Quarter 3: Three Dimensional shapes such as cubes, cones, spheres, and cylinders

Extending: I can consistently identify and describe attributes of two and three dimensional shapes and can compare two and three dimensional shapes with different sizes and orientations.

Common Misconceptions:
- Thinks orientation or size is tied to a shape
- Does not recognize or identify that different shapes have different attributes
- Confuses attribute terms sides/vertices/faces

Adds and Subtracts Numbers within 10

*Reported quarter 3 and quarter 4

Beginning: I need help to use objects, drawing, or equations to represent a problem while adding and subtracting. (word problems or algorithms)
> **Expectations:**
> Quarter 3: Subitize within 5
> Quarter 4: Can use objects, drawings, or equations to represent a problem while composing **OR** decomposing numbers

Approaching: I can sometimes use objects, drawing, or equations to represent a problem while adding and subtracting. (word problems or algorithms)
> **Expectations:**
> Quarter 3: Can use objects, drawings, or equations to represent a problem while composing **OR** decomposing numbers
> Quarter 4: Adds and subtracts within 5

Meeting: I can use objects, drawing, or equations to represent a problem while adding and subtracting. (word problems or algorithms)
> **Expectations:**
> Quarter 3: Adds and subtracts within 5
> Quarter 4: Adds and subtracts within 10

Extending: I can consistently use objects, drawing, or equations to represent a problem while adding and subtracting. (word problems or algorithms)
> **Expectations:**
> Quarter 3: Adds and subtracts within 10
> Quarter 4: Uses mental math to fluently add/subtract within 10. Can use a variety of strategies to solve problems within 20

Common Misconceptions:
- Struggles to subitize quantities less than 5
- Cannot correctly match objects or pictures to numbers
- Cannot keep track while counting objects
- Struggles to compose and decompose numbers
- Does not recognize situations that require addition or combining quantities
- Does not recognize situations that require subtraction
- Does not understand terms: compose, decompose, add, addition, subtract, minus

Understands Numbers up to 19 as Tens and One

*Reported quarter 4

Beginning: I need help to compose and decompose numbers 11-19 into tens and ones, using drawings, tools, or equation.
Approaching: I can sometimes compose and decompose numbers 11-19 into tens and ones, using drawings, tools, or equation.
Meeting: I can compose and decompose numbers 11-19 into tens and ones, using drawings, tools, or equation.
Extending: I can consistently compose and decompose numbers 11-19 into tens and ones, using drawings, tools, or equation.

Common Misconceptions:

- Does not understand the terms tens and ones
- Does not understand the teen numbers as 10 (group of ten ones) and some more

KINDERGARTEN SCIENCE AND ENGINEERING

PRACTICES

Science Practices

Beginning: I am beginning to engage in science practices.

Approaching: With teacher guidance I ask questions about what I observe in the world around me and work with my teacher and classmates to conduct investigations to find answers.

Meeting: I ask questions about what I observe in the world around me and work with my teacher and classmates to conduct investigations to find answers.

Extending: When asking questions and conducting science investigations, I show a level of insight and interest/curiosity that is above what is typical for kindergartners.

Engineering Practices

Beginning: I am beginning to engage in engineering practices.

Approaching: With teacher guidance I can identify problems and work with my teacher and classmates to solve them using a design process.

Meeting: I can identify problems and work with my teacher and classmates to solve them using a design process.

Extending: When identifying and solving engineering problems or challenges, I show a level of creativity and ingenuity that is above what is typical for kindergartners.

Computer Science Practices

Beginning: I know the basic definitions and facts related to computer programming.

Approaching: With teacher guidance I can meet the kindergarten grade computer science practices.

Meeting: I understand that computers follow programs AND I can write basic programs to achieve a goal or solve a problem.

Extending: I can write computer programs that are of a level of complexity beyond what is typical for a kindergartner.

CONTENT KNOWLEDGE

Forces and Motion

Beginning: I know the basic definitions and facts related to force and motion.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I understand that pushes and pulls cause changes in the speed and/or directions of an object. AND I understand that stronger pushes or pulls will cause a greater change in the motion of an object.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Animals, Plants and Their Environment

Beginning: I know the basic definitions and facts related to animals, plants and their environment.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I can identify the basic survival needs of plants and animals (including humans). AND I know that similar organisms have similar needs. AND I can explain how animals and plants (including humans) survival needs are met by the places where their needs are met. AND I understand that to meet their needs, animals and plants (including humans) change their environment.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Sunlight and Temperature

Beginning: I know the basic definitions and facts related to sunlight and temperature.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I understand that sunlight striking a surface causes its temperature to rise. AND I understand that the characteristics of the surface (material, amount of shade…) impact the change in temperature.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

Weather

Beginning: I know the basic definitions and facts related to weather.

Approaching: With teacher guidance I can apply my knowledge to meet expectations.

Meeting: I can observe, measure, and record local weather conditions and seasonal changes. AND I can use weather data to predict and describe how to prepare for future weather conditions.

Extending: I can extend my understanding by demonstrating innovative thinking or an ability to apply it to situations that are more ambiguous or complex than what is expected.

CROSSCUTTING CONCEPTS

Patterns

Beginning: I am beginning to understand that patterns can exist in data and observations.

Approaching: When patterns in data and observations are pointed out to me, I can use them to make predictions.

Meeting: I can recognize and describe patterns in data and observations (in situations with clear patterns.) AND I can use patterns to make predictions.

Extending: I can extend my understanding by using patterns to group similar events or organisms.

Cause & Effect

Beginning: I am beginning to understand that cause and effect relationships exist in the natural world.

Approaching: When cause and effect relationships are pointed out to me, I can explain them.

Meeting: I can identify and explain cause and effect relationships in the natural world. AND I can use patterns to make predictions.

Extending: I can also explain how changing the "cause" will impact the "effect".

Structure and Function

Beginning: I am beginning to understand that there is a relationship between structure and function in the natural world and objects/systems designed by humans.

Approaching: When structure and function relationships are pointed out to me, I can explain them.

Meeting: I understand that the structures of natural and designed objects are related to their function(s). AND I can identify examples of structure/function relationships.

Extending: I can apply my understanding of the relationship between structure and function to individual object and to systems.

KINDERGARTEN GRADE SOCIAL STUDIES

CONCEPTS AND FACTS

Understands Concepts and Facts

Beginning: I have difficulty with concepts and facts, even when prompted.
Approaching: I have difficulty using limited details to make connections with concepts and facts.
Meeting: When prompted, I can use personal experiences to make connections with concepts and facts.
Extending: I can recognize examples in classroom experiences.

TOOLS OF SOCIAL STUDIES INQUIRY

Uses the Tools of Social Studies Inquiry

Beginning: I have difficulty viewing provided resources, arranging pictures to create lists and signs. AND I have difficulty listening to others, and sharing ideas with others
Approaching: With Assistance:
1. I can use a provided resource to recall random ideas, arrange pictures to create lists and signs, view and restate information during discussion.
2. I can listen to the opinions of others and share random ideas.

Meeting: With assistance:
1. I can use a provided resource (maps, globes, trade books, pictures, artifacts, and technology) to recall random information, arrange pictures (or drawings/written symbols) to create approximations of documents, and state relationships (compare/contrast) between categories of information.
2. I can listen to the opinions of others and share ideas/opinions that are on the topic.

Extending: With assistance:
1. I can use a provided resource to recall information on a topic, create approximations of documents in response to teacher prompts, recognize cause and effect relationships.
2. During discussions, I can listen to the opinions of others, share ideas/opinions with others that are on the topic and ask others questions.

KINDERGARTEN THROUGH FIFTH GRADE
LEARNING BEHAVIOR

BEHAVIOR

Perseverance

Beginning: Student has not yet demonstrated being able to work through challenges to accomplish a goal.

Approaching: Student sometimes demonstrates being able to work through challenges to accomplish a goal.

Meeting: Student often demonstrates being able to work through challenges to accomplish a goal.

Extending: Student almost always demonstrates being able to work through challenges to accomplish a goal.

Indicators of Perseverance - Being able to work through challenges to accomplish a goal.
1. Keeps going despite setbacks.
2. Commits to a task even when the task is challenging.
3. Asks for help when needed.
4. Problem solves when stuck.
5. Shows stamina for tasks that are difficult.
6. Stays motivated.
7. Demonstrates grit.

Engagement

Beginning: Student has not yet demonstrated being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Approaching: Student sometimes demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Meeting: Student often demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Extending: Student almost always demonstrates being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.

Indicators of Engagement - Being able to interact and engage in learning with attention, focus, passion, interest, and curiosity.
1. Asks questions to increase understanding.
2. Makes connections between their own ideas and those of others.
3. Seeks to know more about the topic.
4. Participates with a sense of investment in the learning.
5. Sets goals.
6. Measures own growth and progress.
7. Takes risks by exploring questions, topics, and ideas.

Work Habits

Beginning: Student has not yet demonstrated being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Approaching: Student sometimes demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Meeting: Student often demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Extending: Student almost always demonstrates being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.

Indicators of Productive Work Habits - Being able to organize materials, set goals, prioritize, manage time, complete tasks, and meet timelines.
1. Takes initiative.
2. Demonstrates responsibility.
3. Uses time constructively.
4. Works independently and collaboratively.
5. Demonstrates pride in work.
6. Follows directions.
7. Shows respect for adults and peers.

Mindset

Beginning: Student has not yet demonstrated being able to accept challenges and apply effort to improve learning.

Approaching: Student sometimes demonstrates being able to accept challenges and apply effort to improve learning.

Meeting: Student often demonstrates being able to accept challenges and apply effort to improve learning.

Extending: Student almost always demonstrates being able to accept challenges and apply effort to improve learning.

Indicators of Growth Mindset - Being able to accept challenges and apply effort to improve learning.
1. Takes productive risks and learns from challenges.
2. Applies effort to improve learning.
3. Stays motivated throughout the struggle.
4. Demonstrates flexibility by revising plans to work through challenges.

Self-Regulation

Beginning: Student has not yet demonstrated being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Approaching: Student sometimes demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Meeting: Student often demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Extending: Student almost always demonstrates being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.

Indicators of Self-Regulation - Being able to keep body and mind ready for learning by monitoring behavior, using coping skills, demonstrating confidence, and using self-control.
1. Demonstrates an awareness of emotions and how they affect others.
2. Demonstrates self-reflections skills.
3. Respects others' rights, feelings, and property.
4. Uses coping skills when encountering challenging situations.
5. Demonstrates a level of confidence that allows one to achieve goals.

KINDERGARTEN ART

ART CONCEPTS AND SKILLS

Uses Materials, Techniques, and Processes in Artwork

Beginning: Uses provided materials and applies techniques to complete a process with physical assistance.

Approaching: Uses some provided materials and/or applies some technique to complete a process.

Meeting: Uses provided materials and applies techniques to complete a process.

Extending: Uses provided materials and applies techniques to complete a process that goes beyond what was demonstrated.

Identifies and Uses Elements of Art and Principles of Design

Beginning: Identifies and uses elements and principles with assistance.

Approaching: Identifies and uses some of the elements and principles.

Meeting: Identifies and uses elements and principles (line, shape, form, texture, color, and pattern).

Extending: Identifies and uses elements and principles and goes beyond what was demonstrated in class.

LEARNING BEHAVIORS

Has Confidence/ Takes Risks

Beginning: Can get frustrated easily and give up without trying to do the activity.

Approaching: Occasionally becomes frustrated when attempting an activity, but still tries with encouragement and help.

Meeting: Accepts challenges and keeps trying until he/she succeeds.

Extending: Seeks out challenges and always tries until he/she succeeds.

Participates

Beginning: Involved (actions, clean-up, comments, questions) in class activities with teacher encouragement.

Approaching: Chooses to be involved (actions, clean-up, comments, questions) some of the time with activities in class.

Meeting: Consistently chooses to be involved (actions, clean-up, comments, questions) with activities in class.

Extending: Consistently chooses to be involved (actions, clean-up, comments, questions) with activities for self and others.

KINDERGARTEN THROUGH EIGHTH GRADE
ENGLISH LANGUAGE LEARNERS (ELL)

Listening

Develops and Applies Effective Listening Skills and Strategies

Beginning: Points to stated pictures, words, phrases. Sorts pictures, objects according to oral directions. Follows one or two-step directions. Matches oral statements to objects, figures, illustrations.

Approaching: Locates, selects, orders information from oral descriptions or instructions. Follows multi-step directions. Categorizes or sequences oral information using pictures, objects.

Meeting: Able to comprehend and apply information or content acquired through oral instruction or discourse. Able to compare/contrast information and draw conclusions. Can identify cause and effect relationships.

Extending: Able to comprehend and apply information or content acquired through oral instruction or discourse. Analyzes, synthesizes and applies complex oral information to grade level tasks.

Speaking

Uses English to Share Information, Express Needs and Conduct Transactions in and Outside of the Classroom with Peers

Beginning: Names objects, people, and pictures using basic words. Answers WH- questions or either/or questions in one-on-one situations or in structured conversations. Produces words in response to WH- questions or from picture prompts.

Approaching: Responds to WH- questions and begins to form WH- questions to request information from others. Discourse is limited to short phrases/sentences and memorized utterances.

Meeting: Asks questions and clarifies information by restating or rephrasing ideas. Expresses connected ideas to relate personal information or opinions. Compare/contrasts personal experiences to those of others or to text. Independently initiates conversations and negotiates meaning with peers and adults for both academic and nonacademic reasons.

Extending: Offers specific information that supports ideas with peers. Evaluates validity of information in grade-level text based on personal experiences. Provides extended discourse with justification in regard to personal information or opinions.

Uses English to Ask for Help, Clarification or Self-Advocacy

Beginning: Responds orally or non-verbally to teacher/peer offers of help or interactions. Seeks assistance from peers or teacher to gather information. Asks for assistance with a task. Responds orally or non-verbally to teacher/peer offers of help or interactions.

Approaching: Ask WH-questions. Begins to initiate questions about content material or instructions with peers/teacher. Asks questions in mostly one-on-one situations. Asks questions or exchanges information with peers. Begins to initiate conversations with peers or in small groups.

Meeting: Initiates questions for varying purposes and using a variety of idiomatic expressions and structures. Asks questions mostly within a small group setting. Independently initiates conversations with peers and adults for both academic and non-academic reasons.

Extending: Independently initiates questions or asks for clarification in small, large group or whole class instruction using correct idiomatic expressions and structures. Student demonstrates ability to self-advocate for academic and non-academic reasons.

Develops and Applies Effective Speaking Skills and Strategies for Various Audiences and Purposes.

Beginning: Relies on pictorial or graphic representation or general language related to content area. Produces words, phrases or short sentences, using language with phonological, syntactic or semantic errors that impede meaning of communication.

Approaching: Uses general and some specific language of content area. Produces expanded sentences in oral or written communication, using language with phonological, syntactic or semantic errors that may impede meaning of communication.

Meeting: Uses specific and some technical language of content area. Produces a variety of sentence lengths of varying linguistic complexity or multiple, related sentences or paragraphs. Minimal phonological, syntactic or semantic errors that do not impede overall meaning of communication.

Extending: Uses specialized or technical language reflective of the content area at grade level. Produces a variety of sentence lengths of varying linguistic complexity as required by grade level. Speaking and/or writing skills equivalent to English proficient peers.

Reading

Develops and Applies Skills and Strategies to the Reading Process

Beginning: Matches icons and symbols to words, phrases or environmental print. Identifies concepts about print and text features.

Approaching: Locates and classifies information. Sequences pictures, events, processes. Identifies facts and main ideas.

Meeting: Uses context clues to determine meaning of words. Interprets information or data. Finds details that support main ideas. Identifies word families, figures of speech.

Extending: Conducts research to glean information from multiple sources. Draws conclusions from implicit and explicit text. Makes connections between various texts and complex ideas.

Develops and Applies Skills and Strategies to Comprehend, Analyze and Evaluate Works of Fiction or Nonfiction from a Variety of Cultures and Times.

Beginning: Finds identifying information related to topic or main idea from illustrations, text features, words or phrases.

Approaching: Sequences events in chronological or logical order. Sorts relevant information using graphic organizers or pictures. Identifies main idea and/or supporting details, lists events or highlighted vocabulary or concepts.

Meeting: Interprets information or data. Finds details that support main ideas from multiple paragraphs using visual or graphic support. Compare/contrasts information using illustrations or graphic organizers. Identifies cause/effect and summaries plot, issues or conflicts. Offers opinions or makes connections to text.

Extending: Synthesizes information, infers main idea from details, makes connections and draws conclusions from grade level text. Conducts research to glean information from multiple sources. Able to support opinions using details or evidence from the text.

Writing

Applies a Writing Process in Composing Text

Beginning: Copies words or phrases from models, labels pictures. Completes graphic organizer by copying model. Revises work by copying corrections from peer/teacher editing.

Approaching: Produces short phrases or sentences. Uses graphic organizer with support; writing tends to be copied directly from graphic organizer. Requires support for edits and revisions.

Meeting: Produces increasingly complex sentences and paragraphs with some detail. Uses graphic organizer independently. Is able to revise and edit independently with inconsistent quality.

Extending: Produces paragraphs with cohesive structure and logical sequence with supporting detail. Uses graphic organizer independently and expands final writing from basic ideas in graphic organizer. Edits and revises independently and correctly for grade level.

Composes Well-Developed Text Using Standard English Conventions

Beginning: Sound/symbol letter relationships used in spelling. Spelling errors reflect nonnative English pronunciation/spelling patterns. Writes words or short phrases, labels pictures, or copies environmental text.

Approaching: Spells words from common word families. Some upper/lowercase used, punctuation or verb tenses may be inaccurate. Writes longer sentences or groups of related sentences. Use of mostly high-frequency vocabulary.

Meeting: Produces accurate spelling and punctuation; some complex verb tenses and use of technical or academic vocabulary. Well-developed sentences in cohesive, organized paragraph(s). Increasingly complex paragraphs with supporting detail and use of content-related vocabulary. Errors don't impede comprehensibility.

Extending: Conventions match grade level. Complex tenses and structures used correctly. Uses a variety of techniques to convey personal style and voice. Uses specific and technical language related to content area and format is appropriate to task. Writing is comparable to English proficient peers.

KINDERGARTEN MUSIC

Music Concepts and Skills

Demonstrates Vocal Technique

Beginning: Uses speaking voice only.

Approaching: Uses speaking voice and attempts other uses of the voice (sing, speak, hum, whisper).

Meeting: Explores uses of the voice (sing, speak, hum, and whisper).

Extending: Explores uses of the voice (sing, speak, hum, and whisper). Explores solo and echo singing.

Demonstrates Instrumental Technique

Beginning: Has difficulty playing instruments correctly or with intension.

Approaching: Attempts to use correct playing techniques.

Meeting: Performs with correct playing techniques.

Extending: Performs with mostly accurate rhythms, melodies, and dynamics.

Responds to Music through Movement

Beginning: Attempts to perform and respond to music through movement.

Approaching: Performs and responds to strong beats through movement with assistance.

Meeting: Performs and responds to strong beats through movement independently.

Extending: Performs and responds to strong beats through movement independently and exhibits artistic interpretations of music through movement.

Approach to Learning

Respects Others

Beginning: Has difficulty, without reminders, treating others in a caring and respectful way and often uses a tone of voice that can make others feel put down or hurt.

Approaching: Almost always treats others in a caring and respectful way and shows awareness that the tone of his/her voice or non-verbal gestures affects others.

Meeting: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt.

Extending: Consistently treats others in a caring and respectful way and makes sure that the tone of his/her voice or non-verbal gestures do not make others feel put down or hurt, while encouraging others to do the same.

Respects Property

Beginning: Needs reminders to treat school property and the property of others with respect and care.

Approaching: Usually treats school property and the property of others with respect and care.

Meeting: Consistently treats school property and the property of others with respect and care.

Extending: Always treats school property and the property of others with respect and care and is a positive role model for others.

Participates

Beginning: Has difficulty participating or staying on task during class.

Approaching: Participates and stays on task during class with reminders.

Meeting: Participates and stays on task during class.

Extending: Always participates and stays on task during class and encourages other to do the same.

KINDERGARTEN THROUGH THIRD GRADE PHYSICAL EDUCATION

Efficiency of Human Movement

Performs Locomotor and Non-Locomotor Skills

Beginning:

1. **Locomotor:** Attempts a limited number of basic locomotor skills.
2. **Non-Locomotor:** Attempts a limited number of basic non-locomotor skills.

Approaching

1. **Locomotor:** Demonstrates correctly a limited number of basic locomotor skills.
2. **Non-locomotor:** Correctly demonstrates a limited number of basic non-locomotor skills.

Meeting:

1. **Locomotor**: Demonstrates correctly all basic locomotor skills (walk, run, jump, hop, gallop, slide, skip, and leap.
2. **Non-locomotor:** Performs all basic non-locomotor skills (bending, rocking/swaying, swinging, twisting, balance, stretching, pushing, pulling).

Extending:

1. **Locomotor:** Demonstrates correctly all basic locomotor skills using a variety of pathways around obstacles.
2. **Non-Locomotor:** Performs a combination of non-locomotor skills.

Performs Fundamental Movement Skills

Beginning:

1. **Catches** – Catches a variety of self-tossed objects.
2. **Dribbles** – Bounces a ball using one or two hands while standing in place.
3. **Kicks** – Bounces a ball using one or two hands while standing in place.
4. **Strikes** – Strikes a stationary object using an implement.
5. **Throws** – Throws a variety of objects from a stationary position.
6. **Volleys** – Volleys an object with either hand in general space.

Approaching:

1. **Catches** – Catches, with a partner, a variety of objects thrown at the same height.
2. **Dribbles** – Dribbles "in control" with either hand or foot while standing in place.
3. **Kicks** – Kicks a moving ball with one foot.
4. **Strikes** – Strikes a moving object positioned at different heights using an implement.
5. **Throws** – Throws a variety of objects toward a target area while leading with the foot that is opposite of the throwing arm.
6. *Volleys* – Volleys an object with hands maintaining control and self-space.

Meeting:

1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights.
2. **Dribbles** – Dribbles "in control" with either hand or foot while on the move.
3. **Kicks** – Kicks a moving ball with either foot.

4. **Strikes** – Strikes a moving object using an implement.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm.
6. **Volleys** – Volleys an object with hands maintaining control and passing to a partner.

Extending:
1. **Catches** – Catches, with a partner, a variety of objects thrown at different heights, increased velocity, or while on the move.
2. **Dribbles** – Dribbles "in control" with either hand or foot while moving around obstacles and picking up speed.
3. **Kicks** – Kicks a moving ball with either foot, showing increased velocity and accuracy.
4. **Strikes** – Strikes a variety of moving objects using an implement and hitting with increased velocity.
5. **Throws** – Throws a variety of objects to a specific distance/target, while leading with the foot that is opposite of the throwing arm and while gaining increased velocity.
6. **Volleys** – Volleys an object with hands maintaining control while on the move.

Performs Rhythm and Dance

Beginning:
1. **Rhythm** – Attempts to perform a limited number of basic movements using manipulatives or with a rhythmic pattern.
2. **Dance** - Attempts to perform a limited number of basic dance steps with music, or can perform without music.

Approaching:
1. **Rhythm** – Performs a limited number of basic movements using manipulatives within a general rhythmic pattern.
2. **Dance** – Performs, with music, a limited number of basic dance steps taught in a dance unit.

Meeting:
1. **Rhythm** – Performs all basic movements using manipulatives (jump rope, tinkling poles, lummi sticks, hula hoops, etc.) within a rhythmic pattern.
2. **Dance** – Performs, with music, all basic dance steps taught in a dance unit (Yearly rotation: social dance, creative dance, folk dance, square dance, line dance).

Extending:
1. **Rhythm** – Performs all basic movements using manipulatives within a specific rhythmic pattern and demonstrates movements to others.
2. **Dance** – Performs, with music, all basic dance steps taught and shows appropriate movement in the performance.

Personal and Social Behavior

Demonstrates Sportsmanship

Beginning: Has difficulty respecting the feelings and opinions of others.

Approaching: Usually respects the feelings and opinions of others.

Meeting: Respects the feelings and opinions of others.

Extending: Respects and appreciates the feelings and opinions of others, and models this behavior for others.

Follows Rules and Directions

Beginning: Follows rules and directions only after numerous reminders.

Approaching: Follows rules and directions with few reminders.

Meeting: Follows rules and directions the first time they are given.

Extending: Follows rules and directions the first time they are given and models this behavior for others.

Participates Fully

Beginning: Has difficulty participating in activities.

Approaching: Participates in some activities.

Meeting: Participates fully in all activities.

Extending: Participates fully in all activities and encourages others.

Wears Appropriate Tennis Shoes

Beginning: Rarely wears appropriate tennis shoes necessary for safe participation.

Approaching: Sometimes wears appropriate tennis shoes necessary for safe participation.

Meeting: Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

Extending: Regularly wears appropriate, securely fastened tennis shoes necessary for safe participation in physical activities.

KINDERGARTEN THROUGH FIFTH GRADE REACH

Critical and Creative Thinking

Engages in Creative Process

Beginning: Generates Ideas.
Approaching: Uses a creative process to generate ideas.
Meeting: Intentionally uses creative processes to generate ideas, which are unique and purposeful.
Extending: Demonstrates innovative experimentation of functional ideas.

Processes Information

Beginning: Understands information.
Approaching: Demonstrates ability to analyze information.
Meeting: Evaluates information to interpret and generalize conclusions.
Extending: Synthesizes information to form own ideas, insight, understanding, and perspective.

Solves Problems

Beginning: Recognizes the problem exists.
Approaching: Identifies the problem and its possible causes.
Meeting: Develops reasonable solutions after considering all factors.
Extending: Develops innovative solutions after considering all factors.

Communication

Communicates Ideas and Viewpoints

Beginning: Needs assistance with the communication of ideas.
Approaching: Conveys ideas.
Meeting: Conveys a clear and distinct viewpoint.
Extending: Conveys viewpoint in relation to audience, task and purpose.

ELEMENTARY TECHNOLOGY LITERACY

Creativity and Innovation

Demonstrates Creative Thinking, Constructs Knowledge, and Develops Innovative Products and Processes Using Technology

Beginning: Still developing prerequisite skills of using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Approaching: Demonstrates partial mastery of using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Meeting: Demonstrates mastery of using technology to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Extending: Demonstrates mastery of and extends skills to new contexts when using technology to apply existing knowledge to generate new ideas, products, or processes.
1. Create original works as a means of personal or group expression.
2. Use models and simulations to explore complex systems and issues.
3. Identify trends and forecast possibilities.

Communication and Collaboration

Uses Digital Media and Environments to Communicate and Work Collaboratively

Beginning: Still developing prerequisite skills of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Approaching: Demonstrates partial mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Meeting: Demonstrates mastery of interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.

2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> interacting, collaborating, and publishing with peers, experts, or others employing a variety of digital environments and media.
1. Communicate information and ideas effectively to multiple audiences.
2. Develop cultural understanding and global awareness by engaging with learners of other cultures.
3. Contribute to project teams to produce original works or solve problems.

Research and Information Fluency

Applies Digital Tools to Gather, Evaluate and use Information

Beginning: <u>Still developing prerequisite skills</u> of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Approaching: <u>Demonstrates partial mastery</u> of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Meeting: <u>Demonstrates mastery</u> of applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when applying digital tools to gather, evaluate, and use information.
1. Plan strategies to guide inquiry.
2. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
3. Evaluate and select information sources.
4. Process data and report results.

Critical Thinking, Problem Solving and Decision Making

Uses Critical Thinking Skills with Digital Tools and Resources to Plan and Conduct Research, Manage Projects, Solve Problems, and Make Informed Decisions

Beginning: <u>Still developing prerequisite skills</u> of using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Approaching: <u>Demonstrates partial mastery</u> of using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
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1. Plan and manage activities to develop a solution or complete a project.
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3. Use multiple processes and diverse perspectives to explore alternative solutions.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when using digital tools and resources to identify and define authentic problems and significant questions for investigation.
1. Plan and manage activities to develop a solution or complete a project.
2. Collect and analyze data to identify solutions and/or make informed decisions.
3. Use multiple processes and diverse perspectives to explore alternative solutions.

Digital Citizenship

Understands Human, Cultural and Societal Issues Related to Technology and Practices Legal and Ethical Behavior

Beginning: <u>Still developing prerequisite skills</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.
10. Practice Cyber Safety.

Approaching: <u>Demonstrates partial mastery</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
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Meeting: <u>Demonstrates mastery</u> of advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying.
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when advocating and practicing safe, legal, and responsible use of information and technology.
1. Advocate and practice safe, legal, and responsible use of information and technology.
2. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
3. Demonstrate personal responsibility for lifelong learning.
4. Exhibit leadership for digital citizenship.
5. Understand ethical behaviors (personal and social) when using information and technology.
6. Develop strategies to avoid cyber-bullying.
7. Understand copyright laws, school district policies and other regulations.
8. Use strategies to avoid plagiarism.
9. Cite sources appropriately.

Technology Operations and Concepts

Demonstrates a Sound Understanding of Technology Concepts, Systems, and Operations

Beginning: <u>Still developing prerequisite skills</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Approaching: <u>Demonstrates partial mastery</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Meeting: <u>Demonstrates mastery</u> of understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.

Extending: <u>Demonstrates mastery of and extends skills to new contexts</u> when understanding and using technology systems.
1. Select and use applications effectively and productively.
2. Troubleshoot systems and applications.
3. Access information efficiently and effectively.
4. Transfer current knowledge to learning of new technologies.