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| **Standard 1: Print Awareness- The student will understand the characteristics of written language.** | | |
| **Topic: Print Awareness 1.1-1.6** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Read from left to right, top to bottom. * Track print as text is being read. * Recognize the difference among letters, words, and sentences. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * 1. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin (e.g., front to back, top to bottom, left to right). * 2. Identify the front cover, back cover, title page of a book and title and author. * 3. Follow words from left to right and from top to bottom on the printed page. * 4. Understand that printed materials provide information.   **The student exhibits no major errors or omissions.** | * Model correct book orientation * <http://reading.pppst.com/partsofabook.html> * <http://www.prekinders.com/teaching-left-right-progression/> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + 1. Demonstrate correct book orientation by holding book correctly (right side up) and indicating where to begin   + 2. Identify the front cover, back cover, title page of a book and title and author.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |
| **Standard 1: Print Awareness - The student will understand the characteristics of written language.** | | |
| **Topic: Letter Recognition 1.7** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Beginning to blend sounds and letters to create words | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * Recognize and name all capital and lowercase letters of the alphabet.   **The student exhibits no major errors or omissions.** | * Daily Treasures lessons * <http://teachingmama.org/5-ways-to-teach-the-alphabet/> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * performs basic processes, such as:   + Recognize and name some capital and lowercase letters of the alphabet.   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Rhyming Words 2.1** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Create and state groups of rhyming words.   Example: bat/cat/sat/mat | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * 1. Identify and produce simple rhyming pairs.   **The student exhibits no major errors or omissions.** | * Treasures lessons, nursery rhymes, Dr. Seuss books and other rhyming books * <http://fun-a-day.com/rhyming-activities-for-children/> * <http://mrsbremersk.blogspot.com/2012/03/rhyming-bridge-is-falling-down.html> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Begins to hear, identify, and make oral rhymes (e.g., “The pig has a wig”).   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Syllables 2.2** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Identify and count syllables in a word. | **Sample Activities** |
| * <http://www.readingrockets.org/strategies/syllable_games> |
| **Score 3.0**  **Capable** | **The student:**   * 2. Identify syllables in spoken words.   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://www.readingrockets.org/strategies/syllable_games> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * Shows increasing ability to hear, identify, and work with syllables in spoken words (e.g., “I can clap the parts in my name: An-drew”).   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Onset/Rime 2.3** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Distinguish onset (beginning sound(s)) and rimes in one-syllable words by naming and creating word families | **Sample Activities** |
| * <http://www.readingrockets.org/strategies/onset_rime> |
| **Score 3.0**  **Capable** | **The student:**   * 3. Distinguish onset (beginning sound(s)) and rimes in one-syllable words. Example: Onset - /b/ in bat Example: Rime – at in bat   **The student exhibits no major errors or omissions.** | * Treasures lessons, modeling * <http://www.readingrockets.org/article/how-now-brown-cow-phoneme-awareness-activities> * <http://www.starfall.com/n/level-a/learn-to-read/play.htm?f> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.readingrockets.org/article/tuning-sounds-words> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Ending Sounds 2.4** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words. | **Sample Activities** |
| * <http://www.readingrockets.org/strategies/blending_games> |
| **Score 3.0**  **Capable** | **The student:**   * 4. Recognize ending sounds in spoken words   **The student exhibits no major errors or omissions.** | * Treasures lessons, modeling * <http://www.kidslearningstation.com/phonics/ending-consonants-worksheets.asp> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Shows increasing ability to discriminate, identify and work with individual phonemes in spoken words   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.kidzone.ws/kindergarten/learning-letters/> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Same Sounds 2.5** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Isolate phonemes within words by identifying the beginning, middle, and ending sounds in one-syllable words. | **Sample Activities** |
| * http://www.readingrockets.org/strategies/blending\_games |
| **Score 3.0**  **Capable** | **The student:**   * Recognize the same sounds in different words.   Example: /b/ in ball, big, and bun Example: /p/ in tap, rip, and mop  **The student exhibits no major errors or omissions.** | * http://www.readingrockets.org/strategies/blending\_games |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Recognizes which words in a set of words begin with the same sound   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.actionfactor.com/pages/lesson-plans/v0.03-consonants-same-and-different.html> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Blend Phonemes 2.6** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Blend the phonemes of one–syllable words | **Sample Activities** |
| <http://mrstsfirstgradeclass-jill.blogspot.com/2012/12/sh-activities.html> |
| **Score 3.0**  **Capable** | **The student:**   * Begin to blend phonemes to form a word.   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://www.readingrockets.org/strategies/blending_games> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Begins to recognize the sound association for some letters   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.starfall.com/n/level-k/index/load.htm> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2: Phonological/Phonemic Awareness - The student will demonstrate the ability to hear, identify, and manipulate large parts of spoken language (e.g., words, syllables, onsets, and rimes) and individual sounds (phonemes) in spoken words.** | | |
| **Topic: Segment Phonemes 2.7** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Segment the phonemes of one–syllable words | **Sample Activities** |
| * <http://www.phonologicalawareness.org/#!segmenting/cktc> |
| **Score 3.0**  **Capable** | **The student:**   * Begin to segment phonemes of one syllable words.   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://mrsriccaskindergarten.blogspot.com/2013/04/sight-words-segmenting-freebies.html> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Begins to recognize the sound association for some letters   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://blog.maketaketeach.com/8-great-ideas-for-teaching-segmenting-and-blending/#_> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound-symbol relationships.** | | |
| **Topic: Identify Alphabet 3.1** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Use alphabet knowledge to begin reading words | **Sample Activities** |
| * <http://www.readingrockets.org/helping/target/phonics> |
| **Score 3.0**  **Capable** | **The student:**   * Identify the alphabet by name   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://teachingmama.org/5-ways-to-teach-the-alphabet/> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Knows that letters of the alphabet are a special category of visual graphics that can be individually named   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.starfall.com/n/level-k/index/load.htm> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 3: Phonics/Decoding - The student will demonstrate the ability to apply sound-symbol relationships.** | | |
| **Topic: Identify Letter Sounds 3. 2** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Apply phonics knowledge to decode one-syllable words | **Sample Activities** |
| * <http://www.readingrockets.org/helping/target/phonics> |
| **Score 3.0**  **Capable** | **The student:**   * 2. Identify the alphabet by sound   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://www.starfall.com/n/level-k/index/load.htm> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Begins to recognize the sound association for some letters   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.abcya.com/kindergarten_alphabet_bingo.htm> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 4: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase their vocabulary.** | | |
| **Topic: Vocabulary 4.1-4.2** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | * **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** Increase personal vocabulary by listening to and reading a variety of text and literature. * Use new vocabulary and language in own speech and writing | **Sample Activities** |
| <http://www.sfps.info/DocumentCenter/View/6990> |
| **Score 3.0**  **Capable** | **The student:**   * 1. Increase personal vocabulary by listening to a variety of text and literature. * 2. Use new vocabulary and language in own speech and writing   **The student exhibits no major errors or omissions.** | * Treasures lessons * <http://www.scholastic.com/teachers/classroom-solutions/2011/11/strategies-teaching-vocabulary-kindergarten> |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Shows a steady increase in listening and speaking vocabulary.   + Links new learning experiences and vocabulary to what is already known about a topic   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * <http://www.naeyc.org/yc/files/yc/file/201203/Christ_YC0311.pdf> |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 5: Fluency - The student will demonstrate the ability to identify words in text.** | | |
| **Topic: Read “Familiar” Text 5.1** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Students will engage in repeated readings of the same text to increase fluency | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * “Read” familiar texts emergently, not necessarily verbatim from the print alone   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Tells what is happening in a picture   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 5: Fluency - The student will demonstrate the ability to identify words in text.** | | |
| **Topic: Sight Words 5.2** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Recognize 25-50 high frequency and/or common irregularly spelled words in text | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * 2. Recognize some common words by sight, including but not limited to a,‖ the,‖ I,‖ you,‖ my,‖ I,‖ are.‖   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + beginning to recognize familiar words such as name, environmental print, etc   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 6: Comprehension - The student will associate meaning and understanding with reading** | | |
| **Topic: Comprehension 6.1-6.4** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Use prereading strategies such as previewing, using prior knowledge, predicting, and establishing a purpose for reading. * Respond to questions designed to aid general comprehension | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * 1. Use prereading skills (e.g., connecting prior knowledge to text, making predictions about text and using picture clues). * 2. Retell, reenact or dramatize a story read to the student or by the student. * 3. Make predictions and confirm after reading or listening to text. * 4. Tell what is happening in a picture.   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Demonstrates progress in abilities to retell and dictate stories   + Remembers and articulates some sequences of events   + Connects information and events to real-life experiences when being read a story   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.** | | |
| **Topic: Literary Genre 7.1.a** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Discriminate between fiction and nonfiction and be able to define elements of each genre | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * Distinguish between fiction and nonfiction   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + begin to understand some books are real and some are make believe   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 7: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.** | | |
| **Topic: Literary Elements 7.2.a-7.2.c** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Identify and describe the plot, setting, and character(s) in a story. | **Sample Activities** |
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| **Score 3.0**  **Capable** | **The student:**   * a. Place events in sequential order by telling the beginning, middle and ending * b. Summarize main points and events of a simple story * c. Recognize cause and effect relationships   **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Remembers and articulates some sequences of events.   + Connects information and events to real-life experiences when being read a story.   + Demonstrates understanding of literal meaning of story being told through questions and comments   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |
| **Standard 8: Research and Information - The student will conduct research and organize information.** | | |
| **Topic: Accessing Information 8.1.a** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Analyze and evaluate information from a variety of sources to gather information for a given purpose | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**   * 1. Accessing Information - The student will select the best source for a given purpose.   a. Begin to identify the appropriate source needed to gather information (e.g., fiction book, nonfiction book, newspaper, map, resource person)  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as: * performs basic processes, such as:   + Develops growing understanding of the different functions of forms of print (e.g. signs, newspapers, menus)   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 1-Writing/Grammar/Usage and Mechanics- The student will use the writing process to write coherently.** | | |
| **Topic: Writing Process** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Construct and revise a multiple sentence piece of writing. | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  1. Participate in frequent writing opportunities including modeled writing, shared writing, journal writing, and interactive writing.  2. Dictate a story about an exciting event or experience.  3. Presents his or her own writing which may include pictures, attempts at letters, initial consonants words, or phrases to the group, teacher and/or parent  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   + topic   + punctuation marks * performs basic processes, such as:   + appropriate space between words   + initial sounds   + end marks   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |

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| **Standard 2-: Modes and Forms of Writing. The student will communicate through a variety of written forms, for various purposes, and to a specific audience or person.** | | |
| **Topic: Writing Process 2** | | |
| **Grade: KDG** | | |
| **Score 4.0**  **Exceptional** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.**   * Construct and revise a multiple sentence piece of writing. | **Sample Activities** |
|  |
| **Score 3.0**  **Capable** | **The student:**  1. Introduce modes and forms of stories with a consistent focus of a  beginning, middle, and end that describe, explain, or tell about familiar objects, people, places, events, or experiences.  2. Construct journal entries using illustrations and beginning writing skills.  **The student exhibits no major errors or omissions.** |  |
| **Score 2.0**  **Emerging** | **There are no major errors or omissions regarding the simpler details and processes as the student:**   * recognizes or recalls specific terminology, such as:   + topic   + punctuation marks * performs basic processes, such as:   + appropriate space between words   + initial sounds   + end marks   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |  |
| **Score 1.0**  **Beginning** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes** |  |