

English / Language Arts Profile

All of the following descriptors are designed to be assessment “OF” learning opportunities. Students are expected to complete the described task(s) independently with no adult assistance to meet a category’s criteria.

Foundational Skills	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Reads and understands grade-appropriate text	Instructional reading level on an unfamiliar text is less than A/1	Instructional reading level on an unfamiliar text is A/1	Instructional reading level on an unfamiliar text is B/2 or higher	Instructional reading level on an unfamiliar text is B/2 or less	Instructional reading level on an unfamiliar text is C/3-4	Instructional reading level on an unfamiliar text is D/5-6 or higher
Demonstrates book awareness and concepts of print	Receive a score of 5 or less on the Harcourt Concepts About Print Inventory	Receive a score of 6-10 on the Harcourt Concepts About Print Inventory	Receive a score of 11-15 on the Harcourt Concepts About Print Inventory	Receive a score of 8 or less on the Harcourt Concepts About Print Inventory	Receive a score of 9-12 on the Harcourt Concepts About Print Inventory	Receive a score of 13-15 on the modified Harcourt Concepts About Print Inventory
Recognizes all upper case and lower case letters in the alphabet	Recognizes a combination of 25 or less uppercase and lowercase letters	Recognizes a combination of 26-42 uppercase and lowercase letters	Recognizes a combination of 43-52 uppercase and lowercase letters	Recognizes a combination of 34 or less uppercase and lowercase letters	Recognizes a combination of 35-46 uppercase and lowercase letters	Recognizes a combination of 47-52 uppercase and lowercase letters
Identifies sounds for all letters in the alphabet (1 sound per consonant and 2 sounds per vowel)	Identifies 14 or less letter sounds	Identifies 15-25 letter sounds	Identifies 26 or more letter sounds	Identifies 21 or less letter sounds	Identifies 22-27 letter sounds	Identifies 28-31 letter sounds
Fluently identifies letters and sounds when timed for 60 seconds	Identifies 0-14 letters (LNF); and identifies letter sounds; 0-7 on (NWF)	Consistently identifies 15-26 letters (LNF); and/or identifies letter sounds; 8-16 on (NWF)	Consistently identifies 27+ letters (LNF); and identifies letter sounds; 17+ on (NWF)	Identifies 0-28 letters (LNF); and identifies letter sounds; 0-14 on (NWF)	Consistently identifies 29-39 letters (LNF); and identifies letter sounds; 15-27 on (NWF)	Consistently identifies 40+ letters (LNF); and identifies letter sounds; 28+ on (NWF)

<p>Identifies and produces individual sounds (beginning / ending sounds)</p>	<p>Doesn't produce beginning sounds; 0-19 sounds (FSF); intensive on DIBELS and doesn't identify beginning sounds; 0-5 initial phonemes on the Phonemic Awareness Inventory</p>	<p>Inconsistently produces beginning sounds; 20-29 sounds (FSF); strategic on DIBELS and/or inconsistently identifies beginning sounds; 6-7 initial phonemes on the Phonemic Awareness Inventory</p>	<p>Produces beginning sounds; 30+ sounds (FSF); core on DIBELS; and identifies beginning sounds; 8-10 initial phonemes on the Phonemic Awareness Inventory</p>	<p>Inconsistently identifies ending sounds; 0-5 final phonemes on the Phonemic Awareness Inventory; and inconsistently produces ending sounds; 0-5 on the Producing Final Phonemes Assessment</p>	<p>Can often identify ending sounds; 6-7 final phonemes on the Phonemic Awareness Inventory; and/or can often produce ending sounds; 6-8 on the Producing Final Phonemes Assessment</p>	<p>Consistently identifies ending sounds; 8-10 final phonemes on the Phonemic Awareness Inventory; and consistently produces ending sounds; 9-10 on the Producing Final Phonemes Assessment</p>
<p>Fluently manipulates individual phonemes (blends and divides)</p>	<p>Inconsistently segments; 0-9 individual sounds (PSF); intensive on DIBELS; and inconsistently blends individual sounds; 0-5 on the Blending Phonemes Assessment</p>	<p>Consistently segments; 10-19 individual sounds (PSF); strategic on DIBELS; and/or consistently blends individual sounds; 6-7 on the Blending Phonemes Assessment</p>	<p>Consistently segments; 20+ individual sounds (PSF); core on DIBEL; and consistently blends individual sounds; 8-10 on the Blending Phonemes Assessment</p>	<p>Inconsistently segments; 0-24 individual sounds (PSF); intensive on DIBELS; and inconsistently blends individual sounds; 0-5 on the Blending Phonemes Assessment</p>	<p>Consistently segments; 25-39 individual sounds (PSF); strategic on DIBELS; and/or consistently blends individual sounds; 6-9 on the Blending Phonemes Assessment</p>	<p>Consistently segments 40+ individual sounds (PSF); core on DIBELS; and consistently blends individual sounds; 10 on the Blending Phonemes Assessment</p>
<p>Counts, blends and segments syllables in spoken words</p>	<p>Doesn't blend or segment syllables; 0-5 on Syllable Blending and Segmenting Assessment; 0-2 on the Syllable Counting Assessment</p>	<p>Doesn't blend or segment syllables; 6-9 on Syllable Blending and Segmenting Assessment; 3-4 on the Syllable Counting Assessment</p>	<p>Doesn't blend or segment syllables; 10 on Syllable Blending and Segmenting Assessment; 5 on the Syllable Counting Assessment</p>			
<p>Identifies and produces rhyming</p>	<p>Doesn't identify rhyming words; 0-5 on identifying</p>	<p>Inconsistently identifies rhyming words; 6-7 on</p>	<p>Consistently identifies rhyming words;</p>	<p>Inconsistently identifies and produces rhyming</p>	<p>Consistently identifies rhyming words or</p>	<p>Consistently identifies and produces</p>

words	rhyme on the Phonemic Awareness Inventory	identifying rhyme on the Phonemic Awareness Inventory	8-10 on identifying rhyme on the Phonemic Awareness Inventory	words; 0-5 on identifying rhyme; 0-2 on generating rhyme on the Phonemic Awareness Inventory	consistently produces rhyming words; 6-9 on identifying rhyme; 3-4 on generating rhyme on the Phonemic Awareness Inventory	rhyming words; 10 on identifying rhyme and 5 on generating rhyme on the Phonemic Awareness Inventory
Recognizes sight words	Identifies 14 or less sight words	Identifies 15-24 sight words	Identifies 25 or more sight words	Identifies 29 or less sight words	Identifies 30-46 sight words	Identifies 47-50 sight words
Uses more than one strategy to decode unknown words	Inconsistently uses the picture or the popping sound strategy to decode unknown words (may predominantly rely on the teacher to tell words)	Consistently uses the picture <u>OR</u> popping sounds to decode unknown words	Consistently uses the picture <u>and</u> popping sounds where appropriate to decode unknown words	Consistently uses the picture and popping sounds to decode unknown words	Consistently uses the picture, popping sounds, and skipping the word where appropriate to decode unknown words	Consistently uses the picture, popping sounds, skipping the word, and looking for familiar parts of the word where appropriate to decode unknown words
Reads fluently with expression				Only attempts to read fluently based upon punctuation	Reads fluently with voice changes as appropriate for punctuation; attempts voice changes for character's expressions	Consistently reads fluently with voice changes as appropriate for both punctuation <u>and</u> character's expressions

Comprehension	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Makes / revises predictions	Unable to accurately make a reasonable prediction	Inconsistently makes reasonable predictions	Consistently makes a reasonable prediction	Unable to accurately make or revise reasonable predictions	Inconsistently makes and/ or revises reasonable predictions	Consistently makes and revises reasonable predictions
Makes connections about the text to themselves, other texts, and the world	Unable to make text-to-self connections	Occasionally makes text-to-self connections	Consistently able to make text-to-self connections	Consistently able to make text-to-self connections	Consistently able to make text-to-self and text-to-text connections	Consistently makes 3 types of connections: text-to-self, text-to-text, text-to-world
Orally retells the text (fiction and nonfiction) <i>Fiction text = beginning, middle, and end</i> <i>Nonfiction text = main idea and supporting details</i>	Has difficulty retelling both fiction and nonfiction texts	Consistently retells one type of text	Consistently retells fiction <u>and</u> nonfiction text with sufficient details (1-2 details for each type of text)	Consistently retells one type of text	Consistently retells fiction <u>and</u> nonfiction text with sufficient details (1-2 details for each type of text)	Consistently retells fiction <u>and</u> nonfiction text with sufficient details (3-4 details for each type of text)
Identifies story elements	Unable to identify characters and the setting	Inconsistently identifies characters and setting	Consistently identifies characters and setting	Identifies character and setting, but is unable to identify the problem solution and/or cause and effect	Identifies character and solution and inconsistently identifies the problem solution and/or cause and effect	Consistently identifies character, setting, problem solution, cause and effect
Gains information from illustrations in	Unable to make inferences	Inconsistently makes inferences about a text based	Consistently makes inferences about a text based on	Unable to make inferences about a text based on	Inconsistently makes inferences about a text based on	Consistently makes inferences about a text based on illustrations

a text	about a text based on illustrations (fiction or nonfiction)	on illustrations (fiction or nonfiction)	illustrations (fiction or nonfiction)	illustrations (fiction and nonfiction)	illustrations (fiction and nonfiction)	(fiction and nonfiction)
Understands vocabulary within a text	Unable to use context clues and illustrations to understand vocabulary	Inconsistently uses context clues and illustrations to understand vocabulary	Consistently uses context clues and illustrations to understand vocabulary	Unable to use context clues and illustrations to categorize, understand, and apply vocabulary.	Inconsistently uses context clues and illustrations to categorize, understand, and apply vocabulary.	Consistently uses context clues and illustrations to categorize, understand, and apply vocabulary.
Writing	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Uses appropriate word choice to write about his / her ideas	Unnatural language or language is un-intelligible	Mixture of natural language and unnatural language	Natural language for the most part or throughout the writing	Mixture of natural language and unnatural language or unnatural language throughout	Natural language for the most part	Natural language throughout the writing
Drawing, writing, and topic match	Neither Picture, Writing, nor Topic match	One or two matches <ul style="list-style-type: none"> • Picture-writing • Picture-topic • Writing-topic 	All three match (picture/writing/topic)	One or two matches <ul style="list-style-type: none"> • Picture-writing • Picture-topic • Writing-topic 	All three match (picture/writing/topic)	All three match (picture/writing/topic) no extraneous information
Uses spaces between words, punctuation, and capitalization to form sentences	Little to no attempt with spacing, no attempt at capitalization or punctuation	Spaces between few words; some attempt with capitalization or punctuation	Spaces between most words; uses capitalization and punctuation most of the time	Spaces between few words; some attempt with capitalization and end marks	Spaces between most words; capitalization and punctuation used correctly most of the time	Spaces between most words; correct capitalization and punctuation throughout writing

Uses specific details in his / her drawing and writing	Little to no detail in either the writing or the picture, no elaboration	Specific details in either the writing or the picture, no elaboration	Specific details in both the writing and the picture, may not be fully elaborated	Specific details in either the writing or the picture, no elaboration	Specific details in both the writing and the picture, may not be fully elaborated	Specific details, both the writing and the picture that fully elaborated
Uses letter-sound associations to write words and ideas	Copies environmental print, no writing or uses scribbles or strings of letters	Spells some unknown words phonetically and some words conventionally	Spells most unknown words phonetically, uses some conventional spelling	Spells some unknown words phonetically and some words conventionally	Spells most unknown words phonetically, uses some conventional spelling	Spells all unknown words phonetically, uses many conventional words
Creates a simple text with connected ideas / sentences	Attempts labels or a random string of letters to form a sentence, copies environmental print	Consistently writes one idea or sentence	Consistently writes two to three connected ideas / sentences	Consistently writes one sentence or writing may be limited to copying environmental print or random strings of letters	Consistently writes two to four connected ideas / sentences	Consistently writes five or more connected ideas / sentences with elaborated ideas
Uses introductions, conclusions, and supporting details when writing different types of texts				May have either a topic sentence or conclusion with little detail	Topic sentence, conclusion, and supporting details	Topic sentence, conclusion, fully elaborated supporting details

Math Profile

All of the following descriptors are designed to be assessment “OF” learning opportunities. Students are expected to complete the described task(s) independently with no adult assistance to meet a category’s criteria.

Counting & Cardinality	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Knows number names and the count sequence	Unable to rote count in sequence of 10 numbers; unable to connect verbal number words with numeral.	Is able to rote count by 1s but inconsistent by 10s; able to connect number words to numeral.	Consistently counts by 1s and 10s to 60; recognizes and correctly writes numbers 0 to 10.	Unable to count by 1s and/or 10s to 100 from any given number; no recognition of one-to-one correspondence; illegible or reversed numbers 0 to 20.	Inconsistent ability to rote count by 1s and/or 10s; inconsistent ability to connect number words to numeral with few reversals of written numbers.	Consistently counts by 1s and 10s to 100 from any given number; recognizes and writes numbers 0 to 20 with no reversals.
Counts to tell the number of objects	Cannot demonstrate by counting on that each successive number name refers to a quantity that is one larger; no recognition of one-to-one correspondence with objects up to 10.	Inconsistently demonstrates by counting on that each successive number name refers to a quantity that is one larger; inconsistently recognizes one-to-one correspondence with objects up to 10.	Consistently demonstrates by counting on that each successive number name refers to a quantity that is one larger; consistently recognizes one-to-one correspondence with objects up to 10.	Unable to demonstrate that the last number named tells the number of objects counted; cannot count objects in a different order to get the same answer (up to 20).	Inconsistently demonstrates that the last number named tells the number of objects counted; inconsistently count objects in a different order to get the same answer (up to 20).	Consistently demonstrates that the last number named tells the number of objects counted; also knows that the number of objects is the same regardless of their arrangement or the order in which they were counted (up to 20).
Compares numbers	Unable to build, represent and compare sets (up to 5) using terms greater than, less than, or equal to; on DIBELS math correctly scores less than 5 points	Inconsistent ability to build, represent and compare sets (up to 5) using terms greater than, less than, or equal to; on DIBELS math correctly scores	Consistently builds, represents and compares sets up to 5 using terms greater than, less than, or equal to; on DIBELS math correctly scores 8 or more	Inconsistent ability to build, represent and compare sets using terms greater than, less than, or equal to; on DIBELS math correctly scores less than 8 points	Consistently builds, represents and compares sets up to 10 (and beyond) using terms greater than, less than, or equal to; on DIBELS math correctly	Consistently builds, represents and compares sets up to 10 (and beyond) using terms greater than, less than, or equal to; on DIBELS math correctly

	on the Beginning Quantity Discrimination.	between 5 and 7 points on the Beginning Quantity Discrimination.	points on the Beginning Quantity Discrimination.	on the Beginning Quantity Discrimination.	scores between 9 and 11 points on the Beginning Quantity Discrimination.	scores 12 or more points on the Beginning Quantity Discrimination.
Operations & Algebraic Thinking	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Understands addition as putting together /adding to and understands subtraction as taking apart/taking from to represent numbers 0-10	Unable to represent solutions to problem solve up to 5; cannot compose and decompose numbers.	Able to represent solutions to problem solve up to 5; inconsistently composes and decomposes numbers.	Consistently able to represent solutions to problem solve up to 5; can compose and decompose numbers.	Unable to represent solutions to problem solve up to 10; can only compose or subtraction number sentences (not both).	Inconsistent ability to represent solutions to problem solve up to 10; may be inconsistent in creating addition or subtraction number sentences	Consistently able to represent solutions to problem solve up to 10 for both addition and subtraction; can create <u>both</u> addition and subtraction number sentences
Fluently adds and subtracts sets of numbers (0-5) with a variety of objects				Unable to use a variety of tools to add and subtract with numbers 0-5.	Inconsistent ability to use a variety of tools to add/subtract with numbers 0-5.	Consistently able to use a variety of tools to add and subtract with numbers 0-5.
Number & Operations in Base 10	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient

Understands place value as groups of 1s and 10s.				Unable to represent numbers 11-19 as tens and ones.	Inconsistent ability to represent numbers 11-19 as tens and ones.	Consistently able to represent numbers 11-19 as tens and ones.
Measurement & Data	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Describes and compares length and weight of objects.				Unable to describe length, height, or weight attributes.	Inconsistent ability to describe length, height, or weight using attributes.	Consistently able to describe length, height, and weight using attributes.
Sorts, classifies, and counts objects into a given category.	Unable to sort objects by attributes (i.e. color, size, shape, quantity).	Inconsistently able to sort or classify objects by attributes (i.e. color, size, shape, quantity).	Consistently able to sort or classify objects by attributes (i.e. color, size, shape, quantity).	Unable to classify or sort objects by attributes (i.e. color, size, shape, quantity).	Inconsistently able to classify and sort objects by attributes (i.e. color, size, shape, quantity).	Consistently classify and sort objects by attributes (i.e. color, size, shape, quantity).
Geometry	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Identifies, creates, describes, and compares 2D and 3D shapes.				Unable to identify, describe and compare 2D and 3D shapes; unable to compose simple shapes to form larger shapes.	Inconsistently identifies, describes and / or compares 2D and 3D shapes; inability to compose simple shapes to form larger shapes.	Consistently identifies, describes, and compares 2D and 3D shapes; can use simple shapes to form larger shapes

<p>Understands / applies positional words</p>	<p>Unable to demonstrate understanding of positional words. (above, below, beside, in front of, behind, next to)</p>	<p>Inconsistently demonstrates understanding of positional words. (above, below, beside, in front of, behind, next to)</p>	<p>Consistently able to demonstrate understanding of positional words (above, below, beside, in front of, behind, next to).</p>	<p>Unable to describe the location of a given object using positional words (above, below, beside, in front of, behind, next to).</p>	<p>Inconsistently able to describe the location of a given object using positional words (above, below, beside, in front of, behind, next to).</p>	<p>Consistently able to describe the location of a given object using positional words (above, below, beside, in front of, behind, next to).</p>
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Content Area Profile

All of the following descriptors are designed to be assessment “OF” learning opportunities. Students are expected to complete the described task(s) independently with no adult assistance to meet a category’s criteria.

Science	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Uses critical thinking skills to discuss, draw, and write about science concepts and vocabulary	Inconsistently <u>OR</u> inaccurately understands and communicates scientific concepts and vocabulary with limited success orally, with drawings, <u>or</u> with written labels	Consistently understands and communicates scientific concepts and vocabulary in limited ways: either orally, with drawings, <u>or</u> with written labels	Consistently understands and communicates scientific concepts and vocabulary in multiple ways: orally, with drawings, <u>and</u> with written labels	Inconsistently <u>OR</u> inaccurately understands and communicates scientific concepts and vocabulary with limited success orally, with drawings, <u>or</u> with written facts	Consistently understands and communicates scientific concepts and vocabulary in limited ways: either orally, with drawings, <u>or</u> with written facts	Consistently understands and communicates scientific concepts and vocabulary in multiple ways: orally, with drawings, <u>and</u> with written facts
Conducts simple experiments to discover information	Does not connect ideas, revise predictions, or draw conclusions during simple science experiments and activities	Inconsistently connects ideas, revises predictions, and draws conclusions during simple science experiments and activities	Consistently connects ideas, revises predictions, and draws conclusions during simple science experiments and activities	Does not connect ideas, revise predictions, or draw conclusions during simple science experiments and activities	Inconsistently connects ideas, revises predictions, and draws conclusions during simple science experiments and activities	Consistently connects ideas, revises predictions, and draws conclusions during simple science experiments and activities
Social Studies	January Not Exploring	January Exploring	January Proficient	June Not Exploring	June Exploring	June Proficient
Uses critical thinking skills to discuss, draw, and write about social studies concepts	Inconsistently <u>OR</u> inaccurately understands and communicates social studies concepts and vocabulary with limited success	Consistently understands and communicates social studies concepts and vocabulary in limited ways: either orally, with	Consistently understands and communicates social studies concepts and vocabulary in multiple ways: orally, with	Inconsistently <u>OR</u> inaccurately understands and communicates social studies concepts and vocabulary with limited success	Consistently understands and communicates social studies concepts and vocabulary in limited ways: either orally, with	Consistently understands and communicates social studies concepts and vocabulary in multiple ways: orally, with

and vocabulary	orally, with drawings, <u>or</u> with written labels	drawings, <u>or</u> with written labels	drawings, <u>and</u> with written labels	orally, with drawings, <u>or</u> with written facts	drawings, <u>or</u> with written facts	drawings, <u>and</u> with written facts
Conducts simple activities / research to discover information	Does not connect ideas, revise predictions, or draw conclusions during simple social studies research and activities	Inconsistently connects ideas, revises predictions, and draws conclusions during simple social studies research and activities	Consistently connects ideas, revises predictions, and draws conclusions during simple social studies research and activities	Does not connect ideas, revise predictions, or draw conclusions during simple social studies research and activities	Inconsistently connects ideas, revises predictions, and draws conclusions during simple social studies research and activities	Consistently connects ideas, revises predictions, and draws conclusions during simple social studies research and activities

Kindergarten Behavior Profile

All of the following descriptors are designed to be assessment “OF” learning opportunities. Students are expected to complete the described task(s) independently with no adult assistance to meet a category’s criteria.

Readiness Skills	January Needs Assistance / Improvement	January Satisfactory	June Needs Assistance / Improvement	June Satisfactory
Recites full name correctly	Doesn't know name or states only first name.	Knows first and last name and states clearly	Doesn't know name or states only first name.	Knows first and last name and states clearly
Writes first name correctly	Misspells first name or doesn't use proper capitalization	Spells first name correctly using upper and lower case letters	Misspells first name or doesn't use proper capitalization	Spells first name correctly using upper and lower case letters
Writes last name correctly			Misspells last name or doesn't use proper capitalization; Can only write first name correctly	Spells first and last name correctly using upper and lower case letters
Recites birth date (month and date)	Unable to recite month or date	Recites complete birthday (month and date)	Unable to recite month or date	Recites complete birthday (month and date)
Recognizes 10 colors: R, O, Y, G, B, P, BL,	Able to recognize 0-5 colors	Able to recognize 6-10 colors	Able to recognize 8 or less of the 10 colors	Able to recognize 9-10 colors

BR, G, P				
Successful Learner Skills	January Needs Assistance / Improvement	January Satisfactory	June Needs Assistance / Improvement	June Satisfactory
Follows school rules	Inconsistently follows school rules in the classroom, ACE classes, cafeteria, hallway, playground and on the bus	Consistently follows school rules in the classroom, ACE classes cafeteria, hallway, playground and on the bus	Inconsistently follows school rules in the classroom, ACE classes cafeteria, hallway, playground and on the bus	Consistently follows school rules in the classroom, ACE classes cafeteria, hallway, playground and on the bus
Listens and completes multi-step directions	Inconsistently completes 2-3 step directions	Consistently completes 2-3 step directions	Inconsistently completes 2-3 step directions	Consistently completes 2-3 step directions
Accepts responsibility for his / her actions	Inconsistently admits actions and willingly accepts consequences	Consistently admits actions and willingly accepts consequences	Inconsistently admits actions and willingly accepts consequences	Consistently admits actions and willingly accepts consequences
Organizes materials	Inconsistently organizes materials in their cubby, and in their work area	Consistently organizes materials in their cubby, and in their work area	Inconsistently organizes materials in their cubby, and in their work area	Consistently organizes materials in their cubby, and in their work area
Completes assigned tasks in the allotted amount of time; uses time wisely	Completes none of the assigned tasks in the allotted amount of time	Completes most of the assigned tasks in the allotted amount of time	Completes some of the assigned tasks in the allotted amount of time	Completes all of the assigned tasks in the allotted amount of time
Attention span is appropriate to the assigned task	Attention span is not adequate for the assigned task	Attention span is adequate for the assigned task	Attention span is not adequate for the assigned task	Attention span is adequate for the assigned task
Communicates thoughts, feelings, and ideas orally with adults and peers; actively listens to adults and peers	Inconsistently communicates orally with adults and peers or consistently communicates with adults or peers; doesn't consistently wait for one's turn during a conversation	Consistently communicates orally with adults and peers; can hold a conversation with multiple exchanges to share ideas	Inconsistently communicates orally with adults and peers or consistently communicates with adults or peers; doesn't consistently wait for one's turn during a conversation	Consistently communicates orally with adults and peers; can hold a conversation with multiple exchanges to share ideas

<p>Cooperates, shows respect toward others, and demonstrates manners</p>	<p>Inconsistently cooperates, shows respect toward others, and demonstrates manners</p>	<p>Consistently cooperates, shows respect toward others, and demonstrates manners</p>	<p>Inconsistently cooperates, shows respect toward others, and demonstrates manners</p>	<p>Consistently cooperates, shows respect toward others, and demonstrates manners</p>
<p>Consistently prepared for class (reading bag and homework folder are completed and signed daily by an adult)</p>	<p>Sometimes prepared for class with their reading bag and homework folder completed and signed daily by an adult</p>	<p>Always prepared for class with their reading bag and homework folder completed and signed daily by an adult</p>	<p>Sometimes prepared for class with their reading bag and homework folder completed and signed daily by an adult</p>	<p>Always prepared for class with their reading bag and homework folder completed and signed daily by an adult</p>