

1st Grade Report Card Scoring Guides *2023-2024*

K I R K W O O D
S C H O O L D I S T R I C T





The Kirkwood School District uses scoring guides to describe three levels of student performance based on the approved curriculum. These guides are designed to provide specific and understandable feedback about student progress in line with the Kirkwood curricular standards and expectations. Each learning standard on the quarterly report card is named in the scoring guides, and they also explain the differences in performance levels.

The report card explains student performance using the following indicators:

- 3–Meeting: The student consistently meets the standard
- 2–Approaching: The student is sometimes able to meet the standard
- 1–Beginning: The student is not yet meeting the expectations of the standard independently

The expected performance for all students is a "3," which signifies that they are meeting the standard. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year.

We want to ensure a partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Phonemic Awareness

1.RF.2.A.c Develop phonemic awareness in the reading process by recognizing the change in a spoken word when a specific phoneme is added, changed, or removed.

1.RF.2.A.a Develop phonemic awareness in the reading process by producing and identifying sounds and syllables in spoken words.

1.RF.2.A.e Develop phonemic awareness in the reading process by segmenting spoken words of 3 – 5 phonemes into individual phonemes.

Q1		Q2		Q3		Q4	
Recognize when a spoken phoneme is added, changed, or removed		Produce and identify sounds and syllables in spoken words				Segment spoken words into individual phonemes	
3	I can consistently recognize when a spoken phoneme is added, changed, or removed.	3	I can consistently produce and identify sounds and syllables in spoken words.	3	I can consistently produce and identify sounds and syllables in spoken words.	3	I can consistently segment spoken words into individual phonemes.
2	I can sometimes recognize when a spoken phoneme is added, changed, or removed.	2	I can sometimes produce and identify sounds and syllables in spoken words.	2	I can sometimes produce and identify sounds and syllables in spoken words.	2	I can sometimes segment spoken words into individual phonemes.
1	I need help to recognize when a spoken phoneme is added, changed, or removed.	1	I need help to produce and identify sounds and syllables in spoken words.	1	I need help to produce and identify sounds and syllables in spoken words.	1	I need help to segment spoken words into individual phonemes.

Phonics

1.RF.3.A.a Develop phonics in the reading process by decoding words in context by using letter sound knowledge.

1.RF.3.A.b Develop phonics in the reading process by identifying letters for the spelling of short and long vowels.

1.RF.3.A.c Develop phonics in the reading process by producing consonant blends.

1.RF.3.A.e Develop phonics in the reading process by combining sounds from letters and common spelling patterns to create and decode recognizable words.

Q1		Q2		Q3		Q4	
Use letter and sound relationships to read words		Identify short and long vowels in reading		Identify short and long vowels and blends in reading		Use phonics skills to read	
3	I can consistently use letter and sound relationships to read words.	3	I can consistently identify short and long vowels in reading.	3	I can consistently identify short and long vowels and blends in reading.	3	I can consistently use phonics skills to read.
2	I can sometimes use letter and sound relationships to read words.	2	I can sometimes identify short and long vowels in reading.	2	I can sometimes identify short and long vowels and blends in reading.	2	I can sometimes use phonics skills to read.
1	I need help to use letter and sound relationships to read words.	1	I need help to identify short and long vowels in reading.	1	I need help to identify short and long vowels and blends in reading.	1	I need help to use phonics skills to read.

Reading Comprehension

1.R.1.A.d Develop and demonstrate reading skills in response to reading text and read alouds by retelling main ideas in sequence including key details.

1.R.3.A.c Read, infer and draw conclusions to use text features to locate specific information in text.

1.R.2.A.a Read, infer, analyze, and draw conclusions to describe characters, setting, problem, solution, and events in logical sequences.

Q1		Q2		Q3		Q4	
Retell a story in the correct sequence		Use text features to locate specific information		Retell a story with characters, setting, main problem, solution, and main events			
3	I can consistently retell a story in the correct sequence.	3	I can consistently use text features to locate specific information.	3	I can consistently retell a story with characters, setting, main problem, solution, and main events.	3	I can consistently retell a story with characters, setting, main problem, solution, and main events.
2	I can sometimes retell a story in the correct sequence.	2	I can sometimes use text features to locate specific information.	2	I can sometimes retell a story with characters, setting, main problem, solution, and main events.	2	I can sometimes retell a story with characters, setting, main problem, solution, and main events.
1	I need help to retell a story in the correct sequence.	1	I need help to use text features to locate specific information.	1	I need help to retell a story with characters, setting, main problem, solution, and main events.	1	I need help to retell a story with characters, setting, main problem, solution, and main events.

Writing

1.W.2.C.a Write fiction or non-fiction narratives and poems that narrate a story or experience.

1.W.2.B.a Write informative/ explanatory texts that introduce a topic or text being studied and supply facts.

1.W.2.A.b Write opinion texts that state an opinion about the topic or text and provide a reason for the opinion.

1.W.1.C.a Reread, revise, and edit drafts, with assistance from adults/peers, to respond to questions and suggestions, clarifying meaning by adding details to sentence construction and strengthening writing.

Q1		Q2		Q3		Q4	
Create a personal narrative		Produce non-fiction writing		Produce an opinion piece		Produce a realistic fiction piece	
3	I can consistently create a personal narrative.	3	I can consistently produce non-fiction writing.	3	I can consistently produce an opinion piece.	3	I can consistently produce a realistic fiction piece.
2	I can sometimes create a personal narrative.	2	I can sometimes produce non-fiction writing.	2	I can sometimes produce an opinion piece.	2	I can sometimes produce a realistic fiction piece.
1	I need help to create a personal narrative.	1	I need help to produce non-fiction writing.	1	I need help to produce an opinion piece.	1	I need help to produce a realistic fiction piece.

1.L.1.B.c In written text capitalize the first letter of others' first and last names.

Q1		Q2		Q3		Q4	
		Capitalize the first letter in a sentence and in names		Attempt to capitalize the first letter & all proper nouns in a sentence		Capitalize the first letter & all proper nouns in a sentence	
		3	I can consistently capitalize the first letter in a sentence and in names.	3	I can consistently attempt to capitalize the first letter & all proper nouns in a sentence.	3	I can consistently capitalize the first letter & all proper nouns in a sentence.
		2	I can sometimes capitalize the first letter in a sentence and in names.	2	I can sometimes attempt to capitalize the first letter & all proper nouns in a sentence.	2	I can sometimes capitalize the first letter & all proper nouns in a sentence.
		1	I need help to capitalize the first letter in a sentence and in names.	1	I need help to attempt to capitalize the first letter & all proper nouns in a sentence.	1	I need help to capitalize the first letter & all proper nouns in a sentence.

1.L.1.B.b In written text use ending punctuation.							
Q1		Q2		Q3		Q4	
		Attempt to use ending punctuation		Apply punctuation		Apply punctuation and sentence structure across writing	
		3	I can consistently attempt to use ending punctuation.	3	I can consistently apply punctuation.	3	I can consistently apply punctuation and sentence structure across writing.
		2	I can sometimes attempt to use ending punctuation.	2	I can sometimes apply punctuation.	2	I can sometimes apply punctuation and sentence structure across writing.
		1	I need help to attempt to use ending punctuation.	1	I need help to apply punctuation.	1	I need help to apply punctuation and sentence structure across writing.

1.L.1.B.e In written text spell words using regular spelling patterns.							
1.L.1.B.f In written text spell words phonetically using phonemic awareness and spelling knowledge.							
Q1		Q2		Q3		Q4	
		Demonstrate sound spelling in writing		Apply common spelling patterns			
		3	I can consistently demonstrate sound spelling in writing.	3	I can consistently apply common spelling patterns.	3	I can consistently apply common spelling patterns.
		2	I can sometimes demonstrate sound spelling in writing.	2	I can sometimes apply common spelling patterns.	2	I can sometimes apply common spelling patterns.
		1	I need help to demonstrate sound spelling in writing.	1	I need help to apply common spelling patterns.	1	I need help to apply common spelling patterns.

1.L.1.A.g In speech and written form, apply standard English grammar to produce complete simple and compound sentences.			
Q1	Q2	Q3	Q4
			Produce complete sentences
			3 I can consistently produce complete sentences.
			2 I can sometimes produce complete sentences.
			1 I need help to produce complete sentences.

Math

1st Grade Math Rubrics

Fluently Adds and Subtracts Numbers Within 10							
1.RA.C.8 Add and subtract within 20. Demonstrate fluency with addition and subtraction within 10.							
Foundational Facts First <ul style="list-style-type: none"> • +/- 0, 1, 2 • Doubles • Combinations of 10 • 10 + ____ 				Derived Fact Strategies <ul style="list-style-type: none"> • Making 10 • Pretend a 10 • Near Doubles 			
Q1		Q2		Q3		Q4	
Fluently Adds and Subtracts Numbers Within 10		Fluently Adds and Subtracts Numbers Within 10		Fluently Adds and Subtracts Numbers Within 10		Fluently Adds and Subtracts Numbers Within 10	
3	I can consistently solve all +/- 0, 1, 2 combinations fluently.	3	I can consistently solve all doubles combinations within 10 fluently.	3	I can consistently solve all combinations of 10 problems fluently.	3	I can consistently select and use appropriate derived strategies.
2	I can sometimes solve +/- 0, 1, 2 combinations fluently.	2	I can sometimes solve doubles combinations within 10 fluently.	2	I can sometimes solve combinations of 10 problems fluently.	2	I can sometimes select and use appropriate derived strategies.
1	I need help to solve +/- 0, 1, 2 combinations.	1	I need help to solve doubles combinations within 10.	1	I need help to solve combinations of 10 problems.	1	I need help to select and use appropriate derived strategies.

Reasons with Shapes and Their Attributes

1.GM.A.3 Reason with shapes and their attributes. Recognize two- and three-dimensional shapes from different perspectives and orientations.

2D Shapes: circles, squares, triangles, rectangles, hexagons, and half circles

3D Shapes: cubes, cones, spheres, and cylinders

Attributes: number of sides, number of angles, length of sides, and curves

Q1		Q2	Q3	Q4	
Reasons with Shapes and Their Attributes				Reasons with Shapes and Their Attributes	
3	I can consistently identify, draw, build, and describe attributes of two dimensional shapes and compare two dimensional shapes with different sizes and orientations.			3	I can consistently identify, draw, build, and describe attributes of three dimensional shapes and compare three dimensional shapes with different sizes and orientations.
2	I can sometimes identify, draw, build, and describe attributes of two dimensional shapes and compare two dimensional shapes with different sizes and orientations.			2	I can sometimes identify, draw, build, and describe attributes of three dimensional shapes and compare three dimensional shapes with different sizes and orientations.
1	I need help to identify, draw, build, and describe attributes of two dimensional shapes and compare two dimensional shapes with different sizes and orientations.		1	I need help to identify, draw, build, and describe attributes of three dimensional shapes and compare three dimensional shapes with different sizes and orientations.	

Flexibly Adds Numbers Within 20 Using a Variety of Strategies

1.RA.C.7 Add and subtract within 20.

Q1	Q2		Q3		Q4	
	Flexibly Adds Numbers Within 20 Using a Variety of Strategies		Flexibly Adds Numbers Within 20 Using a Variety of Strategies		Flexibly Adds Numbers Within 20 Using a Variety of Strategies	
	3	I can consistently use a variety of efficient strategies to add within 10 and can explain the strategy I used.	3	I can consistently use a variety of efficient strategies to add within 15 and can explain the strategy I used.	3	I can consistently use a variety of efficient strategies to add within 20 and can explain the strategy I used.
	2	I can sometimes use a variety of efficient strategies to add within 10 and can explain the strategy I used.	2	I can sometimes use a variety of efficient strategies to add within 15 and can explain the strategy I used.	2	I can sometimes use a variety of efficient strategies to add within 20 and can explain the strategy I used.
	1	I need help to use a variety of efficient strategies to add within 10 and explain the strategy I used.	1	I need help to use a variety of efficient strategies to add within 15 and explain the strategy I used.	1	I need help to use a variety of efficient strategies to add within 20 and explain the strategy I used.

Flexibly Subtracts Numbers Within 20 Using a Variety of Strategies

1.RA.C.7 Add and subtract within 20.

Q1	Q2		Q3		Q4	
	Flexibly Subtracts Numbers Within 20 Using a Variety of Strategies		Flexibly Subtracts Numbers Within 20 Using a Variety of Strategies		Flexibly Subtracts Numbers Within 20 Using a Variety of Strategies	
	3	I can consistently use a variety of efficient strategies to subtract within 10 and can explain the strategy I used.	3	I can consistently use a variety of efficient strategies to subtract within 15 and can explain the strategy I used.	3	I can consistently use a variety of efficient strategies to subtract within 20 and can explain the strategy I used.
	2	I can sometimes use a variety of efficient strategies to subtract within 10 and can explain the strategy I used.	2	I can sometimes use a variety of efficient strategies to subtract within 15 and can explain the strategy I used.	2	I can sometimes use a variety of efficient strategies to subtract within 20 and can explain the strategy I used.
	1	I need help to use a variety of efficient strategies to subtract within 10 and explain the strategy I used.	1	I need help to use a variety of efficient strategies to subtract within 15 and explain the strategy I used.	1	I need help to use a variety of efficient strategies to subtract within 20 and explain the strategy I used.

Uses Place Value to Add and Subtract

(Finds Ten More and Ten Less Than the Given Number)

1.NBT.B.6 Use place value understanding to add and subtract. Calculate 10 more or 10 less than a given number mentally without having to count.

Q1	Q2		Q3	Q4	
	Uses Place Value to Add and Subtract			Uses Place Value to Add and Subtract	
	3	I can consistently mentally add ten to any 2-digit number and explain what each digit means in a 2-digit number.		3	I can consistently mentally subtract 10 from any 2-digit number and explain what each digit means in a 2-digit number.
	2	I can sometimes add ten to any 2-digit number and explain what each digit means in a 2-digit number.		2	I can sometimes subtract ten to any 2-digit number and explain what each digit means in a 2-digit number.
	1	I need help to add ten to any 2-digit number and explain what each digit means in a 2-digit number.	1	I need help to subtract ten to any 2-digit number and explain what each digit means in a 2-digit number.	

Demonstrates the Relationship Between Addition and Subtraction

1.RA.B.5 Understand and apply properties of operations and the relationship between addition and subtraction. Use properties as strategies to add and subtract.

1.NBT.B.5 Supporting Standard: Use place value understanding to add and subtract. Add within 100.

Q1	Q2		Q3		Q4	
	Demonstrates the Relationship Between Addition and Subtraction		Demonstrates the Relationship Between Addition and Subtraction		Demonstrates the Relationship Between Addition and Subtraction	
	3	I can consistently use addition and subtraction symbols appropriately and independently.	3	I can consistently add and subtract within 20 independently.	3	I can consistently add and subtract within 100 independently.
	2	I can sometimes use addition and subtraction symbols appropriately and independently.	2	I can sometimes add and subtract within 20 independently.	2	I can sometimes add and subtract within 100 independently.
	1	I need help to use addition and subtraction symbols appropriately and independently.	1	I need help to add and subtract within 20 independently.	1	I need help to add and subtract within 100 independently.

Measures and Compares Lengths of Objects Using NonStandard Units

1.GM.B.6 Measure lengths in non-standard units. Compare the lengths of two objects indirectly by using a third object.

Q1	Q2	Q3	Q4	
	Measures and Compares Lengths of Objects Using NonStandard Units			
	3			I can consistently measure, compare, and order lengths of objects with high accuracy.
	2			I can sometimes measure, compare, and order lengths of objects with high accuracy.
	1			I need help to measure, compare, and order lengths of objects with high accuracy.

Creates Graphs with a Given Set of Data

1.GM.B.6 Measure lengths in non-standard units. Compare the lengths of two objects indirectly by using a third object.

Compare up to three categories in object graphs, picture graphs, t-charts, or tallies.

Q1	Q2	Q3	Q4	
		Creates Graphs with a Given Set of Data		
		3	I can consistently organize and accurately represent data. I can draw conclusions from data.	
		2	I can sometimes organize and accurately represent data. I can draw conclusions from data.	
		1	I need help to organize and accurately represent data. I can draw conclusions from data.	

Understands and Compares Numbers by Place Value

1.NBT.A.3 Understand place value of two-digit numbers. Compare two two-digit numbers using the symbols $>$, $=$ or $<$.

Q1	Q2		Q3		Q4	
	Understands and Compares Numbers by Place Value			Understands and Compares Numbers by Place Value		
	3	I can consistently compare teen numbers using the symbols $>$, $=$, $<$.		3	I can compare two-digit numbers using the symbols $>$, $=$, $<$.	
	2	I can sometimes compare teen numbers by a group of ten and some ones.		2	I can compare two-digit numbers by groups of tens and some ones.	
	1	I need help to compare teen numbers.		1	I need help to compare two-digit numbers.	

Science

Putting on a show with Light and Sound

1.PS4.A.1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

1.ETS1.A.1 Ask questions, make observations, and gather information about a situation people want to change.

1.ETS1.A.1 Define a simple problem that can be solved through the development of a new or improved object or tool.

Q1		Q2	Q3	Q4
Light and Sound: Show and explain the relationship between sound and vibration				
3	I can consistently show and explain the relationship between sound and vibration.			
2	I can sometimes show and explain the relationship between sound and vibration.			
1	I need help showing and explaining the relationship between sound and vibration.			
Light and Sound: Design and create a tool that solves a problem				
3	I can consistently design and create a tool that solves a problem.			
2	I can sometimes design and create a tool that solves a problem.			
1	I need help to design and create a tool that solves a problem.			

Sun and Moon

1.ESS1.A.1/2 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

1.ESS2.D.1 Identify patterns indicating relationships between observed weather data and weather phenomena, like temperatures, types of clouds, and types and amounts of precipitation.

Q1	Q2	Q3	Q4	
	Sun and Moon: Explain and predict patterns in the sky			
	3	I can consistently explain and predict patterns in the sky.		
	2	I can sometimes explain and predict patterns in the sky.		
	1	I need help explaining and predicting patterns in the sky.		
	Weather: Describe and observe changes in weather, temperature, types of clouds and precipitation			
	3	I can consistently describe and observe changes in weather, temperature, types of clouds and precipitation.		
	2	I can sometimes describe and observe changes in weather, temperature, types of clouds and precipitation.		
	1	I need help describing and observing changes in weather, temperature, types of clouds and precipitation.		

Seeds/Sprouts/Sunshine

1.LS1.A.1 Design a solution to a human problem by mimicking how plants and animals use their external parts to help them survive, grow, and meet their needs.

Q1	Q2	Q3	Q4	
		Mastering Mimicry: Create a solution to a human problem inspired by nature using biomimicry		
		3		I can consistently create a solution to a human problem inspired by nature using biomimicry.
		2		I can sometimes create a solution to a human problem inspired by nature using biomimicry.
		1		I need help creating a solution to a human problem inspired by nature using biomimicry.

Birds/Beaks/Babies

1.LS3.A.1 Make observations to construct an evidence-based account to show that young plants and animals are like, but not exactly like, their parents.

Q1	Q2	Q3	Q4	
			<p style="text-align: center;">Birds, Beaks & Babies: Demonstrate that young animals and plants are similar but not identical to their parents</p>	
			3	I can consistently demonstrate that young animals and plants are similar but not identical to their parents.
			2	I can sometimes demonstrate that young animals and plants are similar but not identical to their parents.
			1	I need help demonstrating that young animals and plants are similar but not identical to their parents.

Social Studies

Civics: Identify the rights, roles, and responsibilities of citizens and people in government.

Missouri Priority Standards embedded throughout all units

1.TS.7.E.a Ask supporting questions and find answers about social studies' topics, with assistance.

1.TS.7.A.a Identify and analyze primary and secondary social studies sources in classroom discussions with guidance and support.

1.TS.7.B.a Create visuals to communicate information.

1.TS.7.D.a Share findings about a social studies topic.

Missouri Learning Standards

1.PC.1.C Discuss how individual rights are protected.

1.PC.1.D Give examples of being an active and informed citizen in your classroom or community.

1.GS.2.D Describe the roles and responsibilities of people in government such as judge, mayor, police, city council member in a community.

1.PC.1.E Describe the character traits of role models within your community.

Q1		Q2	Q3	Q4
Civics: Identify the rights, roles, and responsibilities of citizens and people in government				
3	I can consistently identify the rights, roles, and responsibilities of citizens and people in government.			
2	I can sometimes identify the rights, roles, and responsibilities of citizens and people in government.			
1	I need help to identify the rights, roles, and responsibilities of citizens and people in government.			

Civics: Explain the purpose and importance of laws within a community and how citizens and governments solve problems.

1.PC.1.B Identify and explain why cities make laws.

1.PC.1.D Give examples of being an active and informed citizen in your classroom or community.

1.GS.2.C Describe how authoritative decisions are made, enforced and interpreted within schools and local communities.

1.RI.6.B Propose peaceful resolutions of disputes in the classroom and on the playground.

Q1		Q2	Q3	Q4
Civics: Explain the purpose and importance of laws within a community and how citizens and governments solve problems				
3	I can consistently explain the purpose and importance of laws within a community and how citizens and governments solve problems.			
2	I can sometimes explain the purpose and importance of laws within a community and how citizens and governments solve problems.			
1	I need help to explain the purpose and importance of laws within a community and how citizens and governments solve problems.			

Geography: Read, create, and use maps.

Missouri Learning Standards

1.EG.5.A.b With assistance, read, construct, and use maps, which have a title and a key.

1.EG.5.B Locate a place by pointing it out on a map and describing its relative location.

1.EG.5.A.a Identify globes as representations of real places.

1.EG.5.A.c Describe how maps are created for different purposes such as a school fire drill, a trip to the zoo, etc.

1.EG.5.A.d Use a compass rose to identify cardinal directions on a map.

Q1	Q2		Q3	Q4
	Geography: Read, create, and use maps			
	3	I can consistently read, create, and use maps.		
	2	I can sometimes read, create, and use maps.		
	1	I need help to read, create, and use maps.		

Culture & Geography: Recognize human, cultural, and physical characteristics of a community.

Missouri Learning Standards

1.RI.6.A Describe cultural characteristics of your school and community (language, celebrations, customs, holidays, art, food, dress, traditions).

1.EG.5.C.a Identify physical characteristics of your community.

1.TS.7.A.b Identify and use artifacts to share information on social studies topics (building structures, materials, works of art, fossils, pottery, tools, clothing, musical instruments, furniture, etc.).

Q1	Q2		Q3	Q4
	Culture & Geography: Recognize human, cultural, and physical characteristics of a community			
	3	I can consistently recognize human, cultural, and physical characteristics of a community.		
	2	I can sometimes recognize human, cultural, and physical characteristics of a community.		
	1	I need help to recognize human, cultural, and physical characteristics of a community.		

History: Examine cultural, social, and economic changes in a community over time.

Missouri Learning Standards

1.H.3.B Compare and contrast our community in the past and present (e.g. schools, land usage, communication).

1.RI.6.C Recount stories about locations, people, and cultural events in your community (Kirkwood, St. Louis).

1.PC.1.F.b Recognize and explain the significance of symbols in your local community, school, state, and nation.

1.RI.6.C Describe how your community commemorates its cultural heritage.

1.H.3.C Describe the contributions of people typically studied in K-5 programs associated with national holidays.

Q1	Q2	Q3	Q4	
		History: Examine cultural, social, and economic changes in a community over time		
		3	I can consistently examine cultural, social, and economic changes in a community over time.	
		2	I can sometimes examine cultural, social, and economic changes in a community over time.	
		1	I need help to examine cultural, social, and economic changes in a community over time.	

Culture & Geography: Recognize human, cultural, and physical characteristics of a community.

Missouri Learning Standards

1.RI.6.A Describe cultural characteristics of your school and community (language, celebrations, customs, holidays, art, food, dress, traditions).

1.EG.5.C.c Describe human characteristics of your community (population density and composition, architecture, economic and recreation activities, transportation and communication networks).

1.EG.5.C.a Identify physical characteristics of your community.

Q1	Q2	Q3	Q4	
			Culture & Geography: Recognize human, cultural, and physical characteristics of a community	
			3	I can consistently recognize human, cultural, and physical characteristics of a community.
			2	I can sometimes recognize human, cultural, and physical characteristics of a community.
			1	I need help to recognize human, cultural, and physical characteristics of a community.

Economics: Describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.

Missouri Learning Standards

1.E.4.A.a Describe examples of scarcity within your school and community.

1.E.4.A.b Describe examples of goods and services within your community.

1.E.4.A.c Describe consumers and producers and the relationship to goods and services within your school and community.

Q1	Q2	Q3	Q4	
			Economics: Describe examples of scarcity & surplus, goods & services, and consumers & producers in a community	
			3	I can consistently describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.
			2	I can sometimes describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.
			1	I need help to describe examples of scarcity & surplus, goods & services, and consumers & producers in a community.

Social Emotional Learning

Self-Awareness: Recognize and understand emotions, thoughts and values in one's self

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose, such as:

- Practice and continue to try in order to improve a new skill
- Identify my emotions (worried, calm or frustrated)
- Identify a kind act I have experienced
- Use "I" statements to share my feelings and needs

Q1		Q2		Q3		Q4	
Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self		Recognize and understand emotions, thoughts and values in one's self	
3	I can consistently practice and continue to try in order to improve a new skill.	3	I can consistently identify my emotions (worried, calm or frustrated).	3	I can consistently identify a kind act I have experienced.	3	I can consistently use "I" statements to share my feelings and needs and identify my emotions (worried, calm or frustrated).
2	I can sometimes practice and continue to try in order to improve a new skill.	2	I can sometimes identify my emotions (worried, calm or frustrated).	2	I can sometimes identify a kind act I have experienced.	2	I can sometimes use "I" statements to share my feelings and needs and identify my emotions (worried, calm or frustrated).
1	I need help to practice and continue to try in order to improve a new skill.	1	I need help to identify my emotions.	1	I need help to identify a kind act I have experienced.	1	I need help to use "I" statements to share my feelings and needs and identify my emotions (worried, calm or frustrated).

Self-Management: Manage one's emotions, thoughts and actions

The ability to manage one's emotions, thoughts and actions effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress and feel motivation & agency to accomplish personal/collective goals, such as:

- Use helpful thoughts to encourage myself when I make a mistake
- Act in ways that help me manage distractions
- Begin to identify and practice using strategies to regulate emotions
- Identify and use calming strategies

Q1		Q2		Q3		Q4	
Manage one's emotions, thoughts and actions		Manage one's emotions, thoughts and actions				Manage one's emotions, thoughts and actions	
3	I can consistently use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	3	I can consistently begin to identify and practice using strategies to regulate emotions.			3	I can consistently identify and use calming strategies.
2	I can sometimes use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	2	I can sometimes begin to identify and practice using strategies to regulate emotions.			2	I can sometimes identify and use calming strategies.
1	I need help to use helpful thoughts to encourage myself when I make a mistake and act in ways that help me manage distractions.	1	I need help to begin to identify and practice using strategies to regulate emotions.			1	I need help to identify and use calming strategies.

Social Awareness: Understand and empathize with others, including those from diverse backgrounds

The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures & contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings and recognize family, school and community resources and supports, such as:

- Name the emotion someone is feeling (worried, calm, frustrated) in a given situation
- Identify and demonstrate kindness
- Take others' perspectives

Q1	Q2		Q3		Q4	
	Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds		Understand and empathize with others, including those from diverse backgrounds	
	3	I can consistently name the emotion someone is feeling (worried, calm, frustrated) in a given situation.	3	I can consistently identify and demonstrate kindness.	3	I can consistently take others' perspectives.
	2	I can sometimes name the emotion someone is feeling (worried, calm, frustrated) in a given situation.	2	I can sometimes identify and demonstrate kindness.	2	I can sometimes take others' perspectives.
	1	I need help to name the emotion someone is feeling (worried, calm, frustrated) in a given situation.	1	I need help to identify and demonstrate kindness.	1	I need help to take others' perspectives.

Relationship Skills: Initiate and maintain healthy and supportive relationships

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership and seek or offer help when needed, such as:

- Demonstrate kind acts towards others to develop positive relationships
- Identify and engage in positive problem solving conversations (ex: “I’m sorry” “Are you ok?” “Could you please...”)

Q1	Q2	Q3	Q4
		Initiate and maintain healthy and supportive relationships	Initiate and maintain healthy and supportive relationships
		3	3
		2	2
		1	1

Responsible Decision-Making: Making caring and constructive choices

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity to consider ethical standards and safety concerns and to evaluate the benefits and consequences of various actions for personal, social and collective well-being, such as:

- Identify solutions for personal and social problems with adult support
- Understand how personal choices will impact the outcome of a situation

Q1	Q2	Q3	Q4	
			Making caring and constructive choices	
			3	I can consistently identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			2	I can sometimes identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.
			1	I need help to identify solutions for personal and social problems with adult support and understand how personal choices will impact the outcome of a situation.