



GRADING BENCHMARKS - KINDERGARTEN

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READING READINESS

1. Identifies upper and lower case letters.

Trimester	1	2	3	4
1st	Student recognizes 19 or below.	Student recognizes 20 to 37.	Student recognizes 38 to 51.	Student recognizes 52+ letters.
2nd	Student recognizes 25 or below.	Student recognizes 26 to 39.	Student recognizes 40 to 53.	Student recognizes 54 letters.
3rd	Student recognizes 39 or below.	Student recognizes 40 to 53.	Student recognizes 54 letters.	(If student meets benchmark with a 4 in trimester 2, student receives a S/M standard met in the 3rd trimester)



2. Identifies letter sounds.				
Trimester	1	2	3	4
1st	Student produces 6 or below.	Student produces 7 to 11.	Student produces 12 to 21.	Student produces 22+ sounds.
2nd	Student produces 9 or below.	Student produces 10 to 19.	Student produces 20 to 25.	Student produces 26+ sounds.
3rd	Student produces 19 or below.	Student produces 20 to 25.	Student produces 26 sounds.	S/M
3. Distinguishes beginning sounds in words.				
Trimester	1	2	3	4
2nd	Student is unable to distinguish beginning sounds that have been presented.	Student can distinguish some beginning sounds that have been presented.	Student consistently distinguishes beginning sounds that have been presented.	Student consistently distinguishes all beginning sounds and can produce a word for each.
3rd	Student is unable to distinguish beginning sounds or produce a word for each.	Student can distinguish some beginning sounds and produce some words.	Student consistently distinguishes all beginning sounds and can produce a word for each.	S/M
4. Distinguishes ending sounds in words.				
Trimester	1	2	3	4
2nd	Student is not able or rarely distinguishes ending sounds that have been presented.	Student sometimes distinguishes ending sounds that have been presented.	Student usually distinguishes ending sounds that have been presented.	Student consistently distinguishes all ending sounds.
3rd	Student sometimes distinguishes ending sounds that have been presented.	Student usually distinguishes ending sounds that have been presented.	Student consistently distinguishes all ending sounds.	S/M
5. Recognizes and produces rhyming words.				
Trimester	1	2	3	4



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2nd	Student is unable to recognize and produce rhyming words.	Student sometimes recognizes and produces rhyming words.	Student consistently recognizes and produces single syllable rhyming words.	Student consistently recognizes and produces rhyming words (both single and multisyllabic words).
3rd	Student is unable to recognize and produce rhyming words.	Student sometimes recognizes and produces rhyming words some of the time.	Student consistently recognizes and produces rhyming words (both single and multisyllabic words).	S/M

6. Recognizes grade-level sight words.

Trimester	1	2	3	4
2nd	Student recognizes 20 or fewer sight words.	Student recognizes 21 to 35 sight words.	Student recognizes 36 to 49 sight words.	Student recognizes 50 or more sight words.
3rd	Student recognizes 40 or fewer sight words.	Student recognizes 41 to 74 sight words.	Student recognizes 75-79 sight words.	Student recognizes 80 or more sight words.

Grade level sight words are based upon using the Paramus Sight Vocabulary List.

7. Independent reading level.

Trimester	1	2	3	4
2nd	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C or above.
3rd	Student has achieved reading success at Level A.	Student has achieved reading success at Level B.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or above.

Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).

8. Demonstrates comprehension of a story read aloud.

Trimester	1	2	3	4
2nd	Student is unable to retell a story, even with prompting.	Student is unable to recall events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence using characters and setting. Student expands on



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				their retell by using at least one of the following: transition words, character dialogue, character feelings, connections, inferencing.
3rd	Student is unable to recall events of a story in proper sequence.	Student is able to retell a story in proper sequence, using characters and setting.	Student is able to retell a story in proper sequence using characters and setting. Student expands on their retell by using at least one of the following: transition words, character dialogue, character feelings, connections, inferencing.	S/M
9. Uses print strategies to read unknown words.				
Trimester	1	2	3	4
2nd	Student is unable to use any print strategies to read unknown words.	Student frequently uses some print strategies to read unknown words.	Student consistently uses most print strategies to read unknown words.	Student consistently employs all print strategies to read unknown words.
3rd	Student uses some print strategies to read unknown words.	Student consistently uses most print strategies to read unknown words.	Student consistently employs all print strategies to read unknown words.	Student consistently employs all print strategies to read unknown words and can explain which strategy he/she used.
<i>This benchmark should align with the IRLA benchmark.</i>				

WRITING

1. Uses pictures, letters, and strings of letters to express ideas.				
Trimester	1	2	3	4
1st	Student does not draw pictures or dictate to express ideas.	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student consistently draws pictures and dictates to express ideas.



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2nd	Student draws pictures and dictates to express ideas some of the time.	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ ending sounds, labeling).	Student consistently draws pictures and uses “writing” (decodable words, high-frequency words, with spacing).
3rd	Student draws pictures and dictates to express ideas most of the time.	Student draws pictures, dictates, and uses “writing” (beginning/ ending sounds, labeling).	Student draws pictures, dictates, and uses “writing” (decodable words, high-frequency words, to express ideas in a sentence) most of the time.	Student consistently draws pictures and “writes,” using more than one sentence to elaborate on ideas.

2. Applies conventions of grammar and usage.

Trimester	1	2	3	4
2nd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” 	Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.”
3rd	Student does not demonstrate understanding of key concepts of grammar, usage, and mechanics.	Student is beginning to demonstrate understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. 	Student demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. • Using ending punctuation. 	Student consistently demonstrates understanding of key concepts of grammar, usage, and mechanics, including: <ul style="list-style-type: none"> • Capitalizing the first letter of his/her name. • Capitalizing the pronoun “I.” • Capitalizing the first word in a sentence. • Using ending punctuation.

3. Spells simple words phonetically using knowledge of sound-letter relationships.

Trimester	1	2	3	4
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2nd	Student cannot write a letter or letters for consonant and short vowel sounds.	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student spells simple words phonetically using knowledge of sound-letter relationships.
3rd	Student can write a letter or letters for a few consonant and short vowel sounds.	Student can write a letter or letters for most consonant and short vowel sounds.	Student spells simple words phonetically using knowledge of sound-letter relationships..	Student spells simple words and high-frequency words.

4. Organizes ideas into opinion and/or narrative writing.

Trimester	1	2	3	4
2nd	<ul style="list-style-type: none"> • Student's ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches 	<ul style="list-style-type: none"> • Student demonstrates some organization and order when telling or sketching a narrative or opinion piece. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. 	<ul style="list-style-type: none"> • Student demonstrates organization when telling and sketching a story and includes parts relevant to the narrative or opinion piece. • Student dictates or uses a label when sketching. • Student includes two relevant details. • Student uses relevant labels when sketching. 	Student's telling, sketching, and writing are organized with a beginning, middle, and end for narrative writing and include three or more relevant details for narrative and opinion writing.
3rd	<ul style="list-style-type: none"> • Student's ideas are unrelated. • Organization is not yet evident. • Significant parts or details are not included in oral retell or sketching. • Student does not yet dictate a label for pictures or sketches. 	<ul style="list-style-type: none"> • Student demonstrates some organization and order when telling or sketching a narrative or informational piece. • Student adds a relevant detail. • Student dictates a label that is partially related to the picture. 	<ul style="list-style-type: none"> • Student demonstrates organization when telling and sketching a narrative or informational piece and includes parts relevant to the narrative or informational piece. • Student dictates or uses a label when sketching. • Student includes three relevant details. • Student uses relevant labels 	Student's telling, sketching, and writing are organized with a beginning, middle, and end in a narrative piece and include four or more relevant details in narrative and informational writing.



			when sketching.	
5. Forms letters correctly.				
Trimester	1	2	3	4
1st	Student copies a few letters correctly.	Student copies most letters correctly.	Student copies all letters that have been presented correctly.	Student writes all upper and lower case letters correctly.
2nd	Student copies most letters that have been presented correctly.	Student copies all letters that have been presented correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly and writes his/her own name with capitals and lowercase letters.
3rd	Student writes some letters correctly.	Student writes most letters correctly.	Student writes all upper and lower case letters correctly and writes his/her own name with capitals and lowercase letters.	Student writes all upper and lower case letters correctly and writes his/her own name with capitals.

LISTENING AND SPEAKING

1. Listens to others and takes turns speaking.				
Trimester	1	2	3	4
ALL	Student rarely listens to others and rarely takes turns speaking.	Student occasionally listens to others and occasionally takes turns speaking.	Student consistently listens to others and will take turns speaking.	Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense.
2. Makes relevant contributions to classroom and group discussions.				
Trimester	1	2	3	4



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ALL	Student rarely participates in conversations with peers and adults about kindergarten topics and text.	Student occasionally participates in conversations with peers and adults about kindergarten topics and text.	Student consistently participates in conversations with peers and adults about kindergarten topics and text.	Student has achieved grade-level expectations, restates key elements, and asks questions for clarification.
3. Asks questions to gain information.				
Trimester	1	2	3	4
ALL	Student rarely asks questions to gain information, seek help, or clarify something that is not understood.	Student occasionally asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently confirms understanding of information by asking and answering questions about key details.

MATH

1. Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	<p><u>Sort and Classify:</u> Student is unable or rarely able to sort and classify by attributes.</p> <p><u>Understanding Length:</u> Student is unable to compare the length of objects and the</p>	<p><u>Sort and Classify:</u> Student can consistently sort by one attribute and sometimes by combinations of attributes.</p> <p><u>Understanding Length:</u></p>	<p><u>Sort and Classify:</u> Student can consistently sort and classify by combinations of attributes.</p> <p><u>Understanding Length:</u> Student can consistently</p>	<p><u>Sort and Classify:</u></p> <ul style="list-style-type: none"> • Student can sort and classify by attributes and combinations of attributes. • Student applies concepts independently to



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	<p>quantities of different sets.</p> <p><u>Numbers 0–10:</u> Student is unable or rarely able to identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student is unable or rarely able to demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p>Student can sometimes compare the length of objects and the quantities of different sets.</p> <p><u>Numbers 0 – 10:</u> Student can sometimes identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student can sometimes demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p>compare the length of objects and the quantities of different sets.</p> <p><u>Numbers 0–10:</u> Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways.</p> <p><u>Comparing Numbers:</u> Student can consistently demonstrate equivalent sets, and sets that are greater/fewer.</p>	<p>other situations.</p> <p><u>Understanding Length:</u> Student can consistently compare the length of objects and the quantities of different sets and can extend the comparisons to more than the two objects.</p> <p><u>Numbers 0–10:</u></p> <ul style="list-style-type: none"> • Student can consistently identify sets with more/fewer and demonstrate that numbers can be represented in different ways. • Student can apply concepts independently to other Situations. <p><u>Comparing Numbers:</u></p> <ul style="list-style-type: none"> • Student can consistently demonstrate equivalent sets, and sets that are greater/fewer. • Student extends concept by stating how many more/ fewer there are.
2nd	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to identify and describe the overall size, shape, and features of familiar 2-D shapes. • Student is unable or rarely able to make 2-D shapes. • Student is unable or rarely able to combine shapes to make 2-D shapes. • Student is unable or rarely able to 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student sometimes identify and describe the overall size, shape, and features of familiar 2-D shapes. • Student can sometimes make 2-D shapes. • Student can sometimes combine shapes to make 2-D shapes. • Student can sometimes identify and describe the overall size, shape, 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can consistently identify and describe the overall size, shape, and features of familiar 2-D shapes. • Student can consistently make 2-D shapes. • Student can consistently combine shapes to make 2-D shapes. • Student can consistently identify and describe the overall size, shape, 	<p><u>Geometry:</u></p> <ul style="list-style-type: none"> • Student can always and independently identify and describe the overall size, shape and features of familiar 2-D shapes in and across the curriculum. • Student can always and independently make 2-D shapes in and across the curriculum. • Student can always and



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	<p>identify and describe the overall size, shape, and features of familiar 3-D shapes.</p> <ul style="list-style-type: none"> • Student is unable or rarely able to make 3-D shapes. • Student is unable or rarely able to combine shapes to make 3-D shapes. <p><u>Comparing Numbers:</u> Student is unable or rarely able to figure out one more or one fewer than a number.</p> <p><u>Measurement:</u> Student is unable or rarely able to recognize, compare, and order objects by length and height.</p>	<p>and features of familiar 3-D shapes.</p> <ul style="list-style-type: none"> • Student can sometimes make 3-D shapes. • Student can sometimes combine shapes to make 3-D shapes. <p><u>Comparing Numbers:</u> Student can sometimes figure out one more or one fewer than a number.</p> <p><u>Position and Location:</u> Student can sometimes understand words that describe relative position.</p> <p><u>Measurement:</u> Student can sometimes recognize, compare, and order objects by length and height.</p>	<p>and features of familiar 3-D shapes.</p> <ul style="list-style-type: none"> • Student can consistently make 3-D shapes. • Student can consistently combine shapes to make 3-D shapes. <p><u>Comparing Numbers:</u> Student can consistently figure out what is one more or one fewer than a number.</p> <p><u>Position and Location:</u> Student can consistently understand words that describe relative position.</p> <p><u>Measurement:</u> Student can consistently recognize, compare, and order objects by length and height.</p>	<p>independently combine shapes to make 2-D shapes.</p> <ul style="list-style-type: none"> • Student can always and independently identify and describe the overall size, shape, and features of familiar 3-D shapes. • Student can always and independently make 3-D shapes. • Student can always and independently combine shapes to make 3-D shapes. <p><u>Comparing Numbers:</u> Student can always and independently figure out what is one more or one fewer than a number.</p> <p><u>Position and Location:</u> Student can always and independently understand words that describe relative position.</p> <p><u>Measurement:</u> • Student can always and independently recognize, compare, and order objects by length and height.</p>
3rd	<p><u>Counting:</u></p> <ul style="list-style-type: none"> • Student is unable or rarely able to count and count out a set of objects up to 20 objects. • Student is unable or rarely able to rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1. <p><u>Decomposing:</u> Student is unable</p>	<p><u>Counting:</u></p> <ul style="list-style-type: none"> • Student can sometimes count and count out a set of objects up to 20 objects. • Student can sometimes rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1. <p><u>Decomposing:</u> Student can</p>	<p><u>Counting:</u></p> <ul style="list-style-type: none"> • Student can consistently count and count out a set of objects up to 20 objects. • Student can consistently rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1. <p><u>Decomposing:</u> Student can</p>	<p><u>Counting:</u></p> <ul style="list-style-type: none"> • Student can always and independently count and count out a set of objects up to 20 objects. • Student can always and independently rote count by 1s and 10s to 100; when counting by 1s, start from a number other than 1. <p><u>Decomposing:</u> Student can</p>



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	<p>or rarely able to decompose a number into two addends in more than one way.</p> <p>Sort and Classify: Student is unable or rarely able to sort and classify by combinations of attributes.</p> <p>Using Data: Student is unable or rarely able to use data to represent and solve a real-world problem.</p>	<p>sometimes decompose a number into two addends in more than one way.</p> <p>Sort and Classify: Student can sometimes sort and classify by combinations of attributes.</p> <p>Using Data: Student can sometimes use data to represent and solve a real-world problem.</p>	<p>consistently decompose a number into two addends in more than one way.</p> <p>Sort and Classify: Student can consistently sort and classify by combinations of attributes.</p> <p>Using Data: Student can consistently use data to represent and solve a real-world problem.</p>	<p>always and independently decompose a number into two addends in more than one way.</p> <p>Sort and Classify: Student can always and independently sort and classify by combinations of attributes.</p> <p>Using Data: Student can always and independently use data to represent and solve a real-world problem.</p>
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2. Demonstrates understanding of whole number concepts (counting).

Trimester	1	2	3	4
1st	<ul style="list-style-type: none"> • Student is unable or rarely able to count sets from 0 to 10. • Student is unable or rarely able to identify numerals from 0 to 10. 	<ul style="list-style-type: none"> • Student can sometimes count sets from 0 to 10. • Student can sometimes identify numerals from 0 to 10. 	<ul style="list-style-type: none"> • Student can consistently count sets from 0 to 10. • Student can consistently identify numerals from 0 to 10. 	<ul style="list-style-type: none"> • Student can consistently count sets greater than 10. • Student can consistently identify numerals greater than 10.
2nd	<ul style="list-style-type: none"> • Student is unable or rarely able to count sets through 15. • Student is unable or rarely able to identify numerals from 0 to 15. 	<ul style="list-style-type: none"> • Student can sometimes count sets through 15. • Student can sometimes identify numerals from 0 to 15. 	<ul style="list-style-type: none"> • Student can consistently count sets through 15. • Student can consistently identify numerals from 0 to 15. 	<ul style="list-style-type: none"> • Student can consistently count sets greater than 15. • Student can consistently identify numerals greater than 15.
3rd	Student is unable or rarely able to identify numerals to 20.	Student can sometimes identify numerals to 20.	Student can consistently identify numerals to 20.	Student can consistently identify numerals beyond 20.

3. Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
ALL	Student is unable to use strategies to	• Student sometimes uses a variety	• Student consistently uses a variety	• Student consistently uses a



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	solve problems pertaining to trimester topics.	of strategies to solve problems pertaining to trimester topics. • Student sometimes uses appropriate math language and clearly explains reasoning when solving problems.	of strategies to solve problems related to trimester topics (e.g. uses manipulatives, draws sketches, makes organized lists, uses mental math). • Student consistently uses appropriate math language and clearly explains reasoning when solving problems.	variety of strategies to solve problems related to trimester topics (e.g. uses manipulatives, draws sketches, makes organized lists, uses mental math). • Student consistently uses appropriate math language and clearly explains reasoning when solving problems. • Student independently applies knowledge/reasoning to new situations.
4. Understands and solves addition stories.				
Trimester	1	2	3	4
3rd	Student is unable or rarely able to represent and add numbers within 5 using manipulatives.	Student can sometimes represent and add numbers within 5 using manipulatives.	Student can consistently represent and solve addition problems within 5 using manipulatives.	Student independently represents and solves addition problems within 5, with and without manipulatives.
5. Understands and solves subtraction stories.				
Trimester	1	2	3	4
3rd	Student is unable or rarely able to subtract numbers within 5 using manipulatives.	Student can sometimes subtract numbers within 5 using manipulatives.	Student consistently subtracts numbers within 5 using manipulatives.	Student consistently subtracts numbers within 5 with and without using manipulatives.
6. Forms numerals correctly.				
Trimester	1	2	3	4
1st	Student is unable or rarely able to copy numerals from 0 to 10.	Student can sometimes copy numerals from 0 to 10.	Student can consistently copy numerals from 0 to 10.	Student can write numerals from 0 to 10 independently with accuracy.
2nd	Student is unable or rarely able to write numerals from 0 to 15.	Student can sometimes write numerals from 0 to 15.	Student can consistently write numerals from 0 to 15 with	Student can write numerals up to 15 with accuracy.



			accuracy.	
3rd	Student is unable or rarely able to write numerals from 0 to 20.	Student can sometimes write numerals from 0 to 20.	Student can consistently write numerals from 0 to 20 with accuracy.	Student can write numerals beyond 20 with accuracy.

SCIENCE

Demonstrates understanding of concepts of EARTH SCIENCE: Weather & Energy and the Sun

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Specific weather tools help measure and describe weather. • Relationships of temperature and weather. • Describe and compare seasons. • How to identify and prepare for severe weather. • Seasonal weather patterns. • Sunlight affects water. • Sunlight affects Earth's surface. • Shade affects temperature. • Shelters protect animals from the warming effects of the sun. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Specific weather tools help measure and describe weather. • Relationships of temperature and weather. • Describe and compare seasons. • How to identify and prepare for severe weather. • Seasonal weather patterns. • Sunlight affects water. • Sunlight affects Earth's surface. • Shade affects temperature. • Shelters protect animals from the warming effects of the sun. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Specific weather tools help measure and describe weather. • Relationships of temperature and weather. • Describe and compare seasons. • How to identify and prepare for severe weather. • Seasonal weather patterns. • Sunlight affects water. • Sunlight affects Earth's surface. • Shade affects temperature. • Shelters protect animals from the warming effects of the sun. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student consistently and independently extends understanding through application.</p>



Demonstrates understanding of concepts of PHYSICAL SCIENCE: Forces and Motion & Protecting Our Earth				
Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • An object’s direction changes with a push or pull. • Weight affects collision. • Force affects collision. • Size affects collision. • Humans impact Earth’s systems. • Pollutants affect Earth’s surfaces. • Ways humans use natural resources and how resources can be conserved. • Excess waste in our world and ways to reduce waste. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • An object’s direction changes with a push or pull. • Weight affects collision. • Force affects collision. • Size affects collision. • Humans impact Earth’s systems. • Pollutants affect Earth’s surfaces. • Ways humans use natural resources and how resources can be conserved. • Excess waste in our world and ways to reduce waste. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • An object’s direction changes with a push or pull. • Weight affects collision. • Force affects collision. • Size affects collision. • Humans impact Earth’s systems. • Pollutants affect Earth’s surfaces. • Ways humans use natural resources and how resources can be conserved. • Excess waste in our world and ways to reduce waste. • Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Student consistently and independently extends understanding through application</p>
Demonstrates understanding of concepts of LIFE SCIENCE: Plants and Animals & Impacts on Earth Systems				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <p>Plants need sunlight to grow.</p> <ul style="list-style-type: none"> • Animals eat different things: 	<p>Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Plants need sunlight to grow. 	<p>Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including:</p> <ul style="list-style-type: none"> • Plants need sunlight to grow. • Animals eat different things: plants 	<p>Student consistently and independently extends understanding through application</p>



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	<p>plants and/or other animals.</p> <ul style="list-style-type: none"> Plants live in places that have the things they need. Certain plants have specific relationships with certain climates. Animals live in places that have the things they need. Plants and animals equally contribute within an ecosystem. Plants change their environment. Animals change their environment. Humans change their environment. Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>Animals eat different things: plants and/or other animals.</p> <ul style="list-style-type: none"> Plants live in places that have the things they need. Certain plants have specific relationships with certain climates. Animals live in places that have the things they need. Plants and animals equally contribute within an ecosystem. Plants change their environment. Animals change their environment. Humans change their environment. Scientists predict, observe, record, and investigate to learn about their natural world. 	<p>and/or other animals.</p> <ul style="list-style-type: none"> Plants live in places that have the things they need. Certain plants have specific relationships with certain climates. Animals live in places that have the things they need. Plants and animals equally contribute within an ecosystem. Plants change their environment. Animals change their environment. Humans change their environment. Scientists predict, observe, record, and investigate to learn about their natural world. 	
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SOCIAL STUDIES

Demonstrates understanding of concepts.

1. Unit 1: All About Me

Trimester	1	2	3	4
1st	<p>Student rarely demonstrates understanding of key concepts of ourselves, others, and the communities to which we belong, including:</p> <ul style="list-style-type: none"> Each person is unique and special. 	<p>Student is beginning to demonstrate understanding of key concepts of ourselves, others, and the communities to which we belong, Including:</p> <ul style="list-style-type: none"> Each person is unique and special. 	<p>Student usually demonstrates understanding of key concepts of ourselves, others, and the communities to which we belong, including:</p> <ul style="list-style-type: none"> Each person is unique and special. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>



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<ul style="list-style-type: none"> • People are similar and different. • Respecting others. • We belong to several communities, including our family, our classroom, and our school. • Rules and laws help people to be safe and get along. • People have wants and needs. • People have jobs that provide goods and services. • Authority figures at home, at school, and in our neighborhood help to make decisions. • There are consequences for not following rules and laws. 	<ul style="list-style-type: none"> • People are similar and different. • Respecting others. • We belong to several communities, including our family, our classroom, and our school. • Rules and laws help people to be safe and get along. • People have wants and needs. • People have jobs that provide goods and services. • Authority figures at home, at school, and in our neighborhood help to make decisions. • There are consequences for not following rules and laws. 	<ul style="list-style-type: none"> • People are similar and different. • Respecting others. • We belong to several communities, including our family, our classroom, and our school. • Rules and laws help people to be safe and get along. • People have wants and needs. • People have jobs that provide goods and services. • Authority figures at home, at school, and in our neighborhood help to make decisions. • There are consequences for not following rules and laws. 	
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Demonstrates understanding of concepts.
2. Unit 2: Families and Diversity

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates understanding of key concepts of family culture and traditions, including:</p> <ul style="list-style-type: none"> • The similarities and differences in cultures and traditions around the world. • The similarities and differences in community, foods, clothing, and holidays. • Diversity and why we should celebrate that diversity. • Diversity makes a community a better place. • Every person has qualities that make him/her unique. • American holidays have a historical significance and are 	<p>Student is beginning to demonstrate understanding of key concepts of family culture and traditions, including:</p> <ul style="list-style-type: none"> • The similarities and differences in cultures and traditions around the world. • The similarities and differences in community, foods, clothing, and holidays. • Diversity and why we should celebrate that diversity. • Diversity makes a community a better place. • Every person has qualities that make him/her unique. • American holidays have a historical significance and are 	<p>Student demonstrates understanding of key concepts of family culture and traditions, including:</p> <ul style="list-style-type: none"> • The similarities and differences in cultures and traditions around the world. • The similarities and differences in community, foods, clothing, and holidays. • Diversity and why we should celebrate that diversity. • Diversity makes a community a better place. • Every person has qualities that make him/her unique. • American holidays have a historical significance and are 	<p>Student meets standards and is able to extend his/her knowledge to real-life experiences and/or new ideas about cultures.</p>



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	celebrated with different traditions and symbols.	celebrated with different traditions and symbols.	celebrated with different traditions and symbols.	
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Demonstrates understanding of concepts. 3. Unit 3: Map Skills and Historical Symbols

Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates understanding of key concepts of perspective, distance, and location, including:</p> <ul style="list-style-type: none"> • A map is a bird's-eye view of a particular place. • Colors, symbols, and the map key help us to locate places on a map. • A globe is a model of the earth. • We use north, south, east, and west to locate places on a map or globe. • The United States has symbols that represent the country. These symbols have important meaning for the United States. 	<p>Student is beginning to demonstrate understanding of key concepts of perspective, distance, and location, including:</p> <ul style="list-style-type: none"> • A map is a bird's-eye view of a particular place. • Colors, symbols, and the map key help us to locate places on a map. • A globe is a model of the earth. • We use north, south, east, and west to locate places on a map or globe. • The United States has symbols that represent the country. These symbols have important meaning for the United States. 	<p>Student demonstrates understanding of key concepts of perspective, distance, and location, including:</p> <ul style="list-style-type: none"> • A map is a bird's-eye view of a particular place. • Colors, symbols, and the map key help us to locate places on a map. • A globe is a model of the earth. • We use north, south, east, and west to locate places on a map or globe. • The United States has symbols that represent the country. These symbols have important meaning for the United States. 	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>

ART

1. Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><u>Elements and Principles of Art:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to create 2- and 3-dimensional works of art using the 	<p><u>Elements and Principles of Art:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is developing the skills needed to create 2- and 	<p><u>Elements and Principles of Art:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to create 2- and 3-dimensional works of art using the 	<p><u>Elements and Principles of Art:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to create 2- and 3-dimensional works of art using the



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	<p>basic elements/principles of art such as primary colors, secondary colors, color mixing, and line.</p> <p><u>Art History/Art Appreciation:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student rarely identifies basic characteristics of artists' styles. • Student rarely applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, and still life. <p><u>Creative Process:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student rarely applies the use of elements of art and basic media in his/her artwork. • Student rarely uses tools appropriate to the production of works of art in a variety of art media. 	<p>3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, color mixing, and line.</p> <p><u>Art History/Art Appreciation:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to identify basic characteristics of artists' styles. • Student is beginning to understand and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, and still life. <p><u>Creative Process:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to understand and apply the use of elements of art and basic media in his/her artwork. • Student is learning how to use tools appropriate to the production of works of art in a variety of art media. 	<p>basic elements/principles of art such as primary colors, secondary colors, color mixing, and line.</p> <p><u>Art History/Art Appreciation:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student understands and can identify basic characteristics of artists' styles. • Student understands and is able to apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, and still life. <p><u>Creative Process:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student understands and applies the use of elements of art and basic media in his/her artwork. • Student uses tools appropriate to the production of works of art in a variety of art media. 	<p>basic elements/principles of art such as primary colors, secondary colors, color mixing, and line.</p> <p><u>Art History/Art Appreciation:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student understands and consistently identifies basic characteristics of artists' styles. • Student consistently applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, and still life. <p><u>Creative Process:</u></p> <ul style="list-style-type: none"> • Student understands and consistently applies the use of elements of art and basic media in his/her Artwork. • Student consistently uses tools appropriate to the production of works of art in a variety of art media.
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MUSIC

1. Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><u>Performance:</u> Student needs support in the following areas:</p>	<p><u>Performance:</u> Student is approaching standards in the following areas:</p>	<p><u>Performance:</u> Student meets standards in the following areas:</p>	<p><u>Performance:</u> Student exceeds standards in the following areas:</p>



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	<ul style="list-style-type: none"> • Student is unable to echo the teacher by singing patterns, calls, and chants. • Student is unable to keep the steady beat through movement, clapping, and performing on rhythm instruments. • Student is unable to perform on non-pitched percussion and barred/mallet instruments. <p><u>Listen and Respond:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to match pitch when singing with the class, echoing the teacher, or singing with recordings. • Student is unable to differentiate between music that is loud/soft, and fast/slow. • Student is unable to critique level-appropriate musical performance. <p><u>Create:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none"> • Student is unable to add musically appropriate rhythmic accompaniments. • Student is unable to create movement and dramatization to follow song narrative and story. • Student is unable to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. 	<ul style="list-style-type: none"> • Student is developing the ability to sing music of a variety of styles and cultures, alone and with others. • Student is developing the ability to echo the teacher by singing patterns, calls, and chants. • Student is developing the ability to keep the steady beat through movement, clapping, and performing on rhythm instruments. • Student is beginning to develop performance skills on non-pitched percussion and barred/mallet instruments. <p><u>Listen and Respond:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to match pitch when singing with the class, echoing the teacher, or singing with recordings. • Student is beginning to differentiate between music that is loud/soft, and fast/slow. • Student is beginning to critique level-appropriate musical performance. <p><u>Create:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> • Student is beginning to add musically appropriate rhythmic accompaniments. • Student is beginning to create movement and dramatization to follow song narrative and story. • Student is beginning to create 	<ul style="list-style-type: none"> • Student is able to sing music of a variety of styles and cultures, alone and with others. • Student is able to echo the teacher by singing patterns, calls, and chants. • Student is able to keep the steady beat through movement, clapping, and performing on rhythm instruments. • Student is able to perform on non-pitched percussion and barred/mallet instruments. <p><u>Listen and Respond:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to match pitch when singing with the class, echoing the teacher, or singing with recordings. • Student is able to differentiate between music that is loud/soft, and fast/slow. • Student is able to critique level-appropriate musical performance. <p><u>Create:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> • Student is able to add musically appropriate rhythmic accompaniments. • Student is able to create movement and dramatization to follow song narrative and story. • Student is able to create rhythmic and melodic patterns on 	<ul style="list-style-type: none"> • Student is consistently able to sing music of a variety of styles and cultures, alone and with others. • Student is consistently able to echo the teacher by singing patterns, calls, and chants. • Student is consistently able to keep the steady beat through movement, clapping, and performing on rhythm instruments. • Student is consistently able to perform on non-pitched percussion and barred/mallet instruments. <p><u>Listen and Respond:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to match pitch when singing with the class, echoing the teacher, or singing with recordings. • Student is consistently able to differentiate between music that is loud/soft, and fast/slow. • Student is consistently able to critique level-appropriate musical performance. <p><u>Create:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> • Student is consistently able to add musically appropriate rhythmic accompaniments. • Student is consistently able to create movement and dramatization to follow song narrative and story. • Student is consistently able to create rhythmic and melodic
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	<p><u>Reading and Notating:</u> Student needs support in the following areas:</p> <ul style="list-style-type: none">• Student is unable to notate the beat with graphics or shapes.• Student is unable to identify quarter notes and rests.• Student is unable to visually follow rhythmic symbols from left to right.	<p>rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow.</p> <p><u>Reading and Notating:</u> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none">• Student is beginning to notate the beat with graphics or shapes with some accuracy.• Student is beginning to identify quarter notes and rests with some accuracy.• Student is beginning to visually follow rhythmic symbols from left to right with some accuracy.	<p>instruments, demonstrating an understanding of loud/soft and fast/slow.</p> <p><u>Reading and Notating:</u> Student meets standards in the following areas:</p> <ul style="list-style-type: none">• Student is able to notate the beat with graphics or shapes.• Student is able to identify quarter notes and rests.• Student is able to visually follow rhythmic symbols from left to right.	<p>patterns on instruments, demonstrating an understanding of loud/soft and fast/slow.</p> <p><u>Reading and Notating:</u> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none">• Student is consistently able to notate the beat with graphics or shapes.• Student is consistently able to identify quarter notes and rests.• Student is consistently able to visually follow rhythmic symbols from left to right.
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