

## Alphabet

### 1. Letter Aa

- Write Aa
- Sound Aa
- Lower Aa
- Capital Aa

### 2. Letter Bb

- Write Bb
- Sound Bb
- Lower Bb
- Capital Bb

### 3. Letter Cc

- Write Cc
- Sound Cc
- Lower Cc
- Capital Cc

### 4. Letter Dd

- Write Dd
- Sound Dd
- Lower Dd
- Capital Dd

### 5. Letter Ee

- Write Ee
- Sound Ee
- Lower Ee
- Capital Ee

### 6. Letter Ff

- Write Ff
- Sound Ff
- Lower Ff
- Capital Ff

### 7. Letter Gg

- Write Gg
- Sound Gg
- Lower Gg
- Capital Gg

### 8. Letter Hh

- Write Hh
- Sound Hh
- Lower Hh
- Capital Hh

### 9. Letter Ii

- Write Ii
- Sound Ii
- Lower Ii
- Capital Ii

### 10. Letter Jj

- Write Jj
- Sound Jj
- Lower Jj
- Capital Jj

### 11. Letter Kk

- Write Kk
- Sound Kk
- Lower Kk
- Capital Kk

### 12. Letter Ll

- Write Ll
- Sound Ll
- Lower Ll
- Capital Ll

### 13. Letter Mm

- Write Mm
- Sound Mm
- Lower Mm
- Capital Mm

### 14. Letter Nn

- Write Nn
- Sound Nn
- Lower Nn
- Capital Nn

### 15. Letter Oo

- Write Oo
- Sound Oo
- Lower Oo
- Capital Oo

### 16. Letter Pp

- Write Pp
- Sound Pp
- Lower Pp
- Capital Pp

### 17. Letter Qq

- Write Qq
- Sound Qq
- Lower Qq
- Capital Qq

### 18. Letter Rr

- Write Rr
- Sound Rr
- Lower Rr
- Capital Rr

### 19. Letter Ss

- Write Ss
- Sound Ss
- Lower Ss
- Capital Ss

### 20. Letter Tt

- Write Tt
- Sound Tt
- Lower Tt
- Capital Tt

### 21. Letter Uu

- Write Uu
- Sound Uu
- Lower Uu
- Capital Uu

### 22. Letter Vv

- Write Vv
- Sound Vv
- Lower Vv
- Capital Vv

### 23. Letter Ww

- Write Ww
- Sound Ww
- Lower Ww
- Capital Ww

### 24. Letter Xx

- Write Xx
- Sound Xx
- Lower Xx
- Capital Xx

### 25. Letter Yy

- Write Yy
- Sound Yy
- Lower Yy
- Capital Yy

### 26. Letter Zz

- Write Zz
- Sound Zz
- Lower Zz
- Capital Zz

## Sight Words

- 1. Sight Word a**
  - a. Read a
  - b. Write a
  - c. Spell a
- 2. Sight Word and**
  - a. Read and
  - b. Write and
  - c. Spell and
- 3. Sight Word are**
  - a. Read are
  - b. Write are
  - c. Spell are
- 4. Sight Word for**
  - a. Read for
  - b. Write for
  - c. Spell for
- 5. Sight Word go**
  - a. Read go
  - b. Write go
  - c. Spell go
- 6. Sight Word have**
  - a. Read have
  - b. Write have
  - c. Spell have
- 7. Sight Word he**
  - a. Read he
  - b. Write he
  - c. Spell he
- 8. Sight Word here**
  - a. Read here
  - b. Write here
  - c. Spell here
- 9. Sight Word I**
  - a. Read I
  - b. Write I
  - c. Spell I
- 10. Sight Word is**
  - a. Read is
  - b. Write is
  - c. Spell is
- 11. Sight Word like**
  - a. Read like
  - b. Write like
  - c. Spell like
- 12. Sight Word my**
  - a. Read my
  - b. Write my
  - c. Spell my
- 13. Sight Word play**
  - a. Read play
  - b. Write play
  - c. Spell play
- 14. Sight Word run**
  - a. Read run
  - b. Write run
  - c. Spell run
- 15. Sight Word said**
  - a. Read said
  - b. Write said
  - c. Spell said
- 16. Sight Word see**
  - a. Read see
  - b. Write see
  - c. Spell see
- 17. Sight Word she**
  - a. Read she
  - b. Write she
  - c. Spell she
- 18. Sight Word the**
  - a. Read the
  - b. Write the
  - c. Spell the
- 19. Sight Word to**
  - a. Read to
  - b. Write to
  - c. Spell to
- 20. Sight Word we**
  - a. Read we
  - b. Write we
  - c. Spell we

## **Language**

- 1. Communication/Oral Language**
  - a. Listening
  - b. Speaking
  - c. Participation
- 2. Comprehension**
  - a. Ask Questions
  - b. Retell Stories
  - c. Predict Outcomes
  - d. Make Inferences
  - e. Relate to Prior Knowledge
  - f. Story Sequencing (Begin, Middle, End)
- 3. Concepts of Print**
  - a. Top/Bottom/Middle
  - b. Left/Right
- 4. Fluency**
  - a. ABC Random Order
  - b. 0-10 Random Order
  - c. Oral/Written Fluency
- 5. Name**
  - a. Recognize
  - b. Spell
  - c. Write
- 6. Rhyming**
- 7. Sound Isolation**
  - a. Beginning
  - b. Middle
  - c. End
- 8. Sound Segmenting/Blending Word Parts**
- 9. Spelling**
  - a. Inventive
  - b. Correct
- 10. Vocabulary**
  - a. Grade Level Vocabulary
- 11. Writing Process**
  - a. Pre-Write
  - b. Compose
  - c. Revise
  - d. Edit

## Mathematics

### 1. Number Sense: Name 0-30

- |            |            |             |
|------------|------------|-------------|
| a. Name 0  | l. Name 11 | w. Name 22  |
| b. Name 1  | m. Name 12 | x. Name 23  |
| c. Name 2  | n. Name 13 | y. Name 24  |
| d. Name 3  | o. Name 14 | z. Name 25  |
| e. Name 4  | p. Name 15 | aa. Name 26 |
| f. Name 5  | q. Name 16 | bb. Name 27 |
| g. Name 6  | r. Name 17 | cc. Name 28 |
| h. Name 7  | s. Name 18 | dd. Name 29 |
| i. Name 8  | t. Name 19 | ee. Name 30 |
| j. Name 9  | u. Name 20 |             |
| k. Name 10 | v. Name 21 |             |

### 2. Number Sense: Count 0-30

- |             |             |              |
|-------------|-------------|--------------|
| a. Count 0  | l. Count 11 | w. Count 22  |
| b. Count 1  | m. Count 12 | x. Count 23  |
| c. Count 2  | n. Count 13 | y. Count 24  |
| d. Count 3  | o. Count 14 | z. Count 25  |
| e. Count 4  | p. Count 15 | aa. Count 26 |
| f. Count 5  | q. Count 16 | bb. Count 27 |
| g. Count 6  | r. Count 17 | cc. Count 28 |
| h. Count 7  | s. Count 18 | dd. Count 29 |
| i. Count 8  | t. Count 19 | ee. Count 30 |
| j. Count 9  | u. Count 20 |              |
| k. Count 10 | v. Count 21 |              |

### 3. Number Sense: Represent 0-30

- |                 |                 |                  |
|-----------------|-----------------|------------------|
| a. Represent 0  | l. Represent 11 | w. Represent 22  |
| b. Represent 1  | m. Represent 12 | x. Represent 23  |
| c. Represent 2  | n. Represent 13 | y. Represent 24  |
| d. Represent 3  | o. Represent 14 | z. Represent 25  |
| e. Represent 4  | p. Represent 15 | aa. Represent 26 |
| f. Represent 5  | q. Represent 16 | bb. Represent 27 |
| g. Represent 6  | r. Represent 17 | cc. Represent 28 |
| h. Represent 7  | s. Represent 18 | dd. Represent 29 |
| i. Represent 8  | t. Represent 19 | ee. Represent 30 |
| j. Represent 9  | u. Represent 20 |                  |
| k. Represent 10 | v. Represent 21 |                  |

### 4. Number Sense: 1-to-1 Correspondence 0-30

- |                             |                              |
|-----------------------------|------------------------------|
| a. 1-to-1 correspondence 0  | q. 1-to-1 correspondence 16  |
| b. 1-to-1 correspondence 1  | r. 1-to-1 correspondence 17  |
| c. 1-to-1 correspondence 2  | s. 1-to-1 correspondence 18  |
| d. 1-to-1 correspondence 3  | t. 1-to-1 correspondence 19  |
| e. 1-to-1 correspondence 4  | u. 1-to-1 correspondence 20  |
| f. 1-to-1 correspondence 5  | v. 1-to-1 correspondence 21  |
| g. 1-to-1 correspondence 6  | w. 1-to-1 correspondence 22  |
| h. 1-to-1 correspondence 7  | x. 1-to-1 correspondence 23  |
| i. 1-to-1 correspondence 8  | y. 1-to-1 correspondence 24  |
| j. 1-to-1 correspondence 9  | z. 1-to-1 correspondence 25  |
| k. 1-to-1 correspondence 10 | aa. 1-to-1 correspondence 26 |
| l. 1-to-1 correspondence 11 | bb. 1-to-1 correspondence 27 |
| m. 1-to-1 correspondence 12 | cc. 1-to-1 correspondence 28 |
| n. 1-to-1 correspondence 13 | dd. 1-to-1 correspondence 29 |
| o. 1-to-1 correspondence 14 | ee. 1-to-1 correspondence 30 |
| p. 1-to-1 correspondence 15 |                              |

**5. Algebra**

- a. Identify & describe simple repeating patterns.
- b. Duplicate and extend simple repeating patterns.
- c. Describe simple growing patterns.
- d. Identify patterns in environment.

**6. Data Analysis**

- a. Ask questions about self & surroundings.
- b. Gather data about self & surroundings.
- c. Organize data.

**7. Geometry & Spatial Relationships**

- a. Combine shapes to create new shapes.
- b. Describe position and distance (above, below, near, far, between).

**8. Draw 2-D Shapes**

- a. Draw circles in various sizes and orientations.
- b. Draw squares in various sizes and orientations.
- c. Draw triangles in various sizes and orientations.
- d. Draw rectangles in various sizes and orientations.

**9. Identify 2-D Shapes**

- a. Identify circles in various sizes and orientations.
- b. Identify squares in various sizes and orientations.
- c. Identify triangles in various sizes and orientations.
- d. Identify rectangles in various sizes and orientations.
- e. Identify trapezoids in various sizes and orientations.
- f. Identify hexagons in various sizes and orientations.

**10. Identify 3-D Shapes**

- a. Identify spheres in various sizes and orientations.
- b. Identify cubes in various sizes and orientations.
- c. Identify cones in various sizes and orientations.

**11. Measurement**

- a. Identify clocks.
- b. Identify calendars.
- c. Name the days of the week in order.
- d. Identify a day, a week, & a month.
- e. Compare 2 objects by measurable attributes (shorter, longer, heavier, lighter).
- f. Order objects by measurable attributes.

**12. Measurement: Identify Coins**

- a. Identify a penny.
- b. Identify a nickel.
- c. Identify a dime.

**13. Number Sense**

- a. Use ordinal numbers to order sets from 1-10.
- b. Identify position of an object in an ordered set.
- c. Compare sets of objects 0-30 (same, fewer, more).
- d. Estimate quantities less than 30 (benchmark 10).
- e. Compose and decompose numbers 0-30.
- f. Recognize 5 & 10 as part-whole relationships.
- g. Demonstrate addition to solve problems.
- h. Demonstrate subtraction to solve problems.
- i. Record addition/subtraction of sets pictorially.

**14. Sorting and Classifying**

- a. Sort by attributes.
- b. Identify sorting attribute.
- c. Describe multiple ways to sort and classify.

### **15. Describe 2-D Shapes**

- a. Describe circles.
- b. Describe squares.
- c. Describe triangles.
- d. Describe rectangles.
- e. Identify a quarter.

### **Fine Arts**

- 1. Recognize Color Families**
- 2. Create/Perform in a variety of ways**

### **Fine Motor Skills**

- 1. Cut**
- 2. Paste**
- 3. Penmanship**

### **Health**

- 1. Proper Body Care**
- 2. Food for Fuel**
- 3. Helpful & Harmful Substances**

### **Keyboarding**

- 1. Know correct keyboarding techniques**
  - a. Right and left hand identification
  - b. Letter identification on keyboards
  - c. Number identification

### **Music**

- 1. Performing**
- 2. Exploring**
- 3. Creating**
- 4. Listening**

### **Physical Education**

- 1. Participate Appropriately**
- 2. Run**
- 3. Skip**
- 4. Stretch/Turn**
- 5. Bounce a ball**
- 6. Toss a ball**
- 7. Catch a ball**

## **Safety**

- 1. Rules, Personal Space**
- 2. Telephone Number**
- 3. Emergency Number**
- 4. Address**

## **Science**

- 1. Seasons**
- 2. Weather**
- 3. Five Senses**
- 4. Animals**

## **Social Studies**

- 1. Relationships (Self, Family, Community)**
- 2. Positive Interactions**
- 3. Basic Map Skills**
- 4. Antarctica**
- 5. National Symbols/Pledge of Allegiance**
- 6. Cultural Traditions**

## **Technology**

- 1. Basic Operations and Concepts**
  - a. Identify parts (printer, mouse, monitor, and keyboard) of a computer
  - b. Log on and off computer
  - c. Use of mouse
  - d. Learn to open, use, and close a program
  - e. Beginning graphics (i.e., paint, shapes)
- 2. Social, Ethical, Human Issues**
  - a. Show responsible use of technology
  - b. Follow lab rules

## ***Effort and Behavior***

- ***Assignments***
- ***Following Directions***
- ***Participation***
- ***Working Cooperatively***
- ***Social Behavior***



## **DESK Report Generic Scoring Rubric**

**4**

The student addresses all important aspects of the construct or topic; the student exhibits no major errors or omissions; the student works on the task independently.

**3**

The student attempts to address the important aspects of the construct or topic; the student is only partially successful due to some major errors or omissions; the student works on the task independently.

**2**

The student attempts to address the important aspects of the construct or topic; the student is unsuccessful due to some major errors or omissions; however when provided with help, the student can perform a rough approximation of the task.

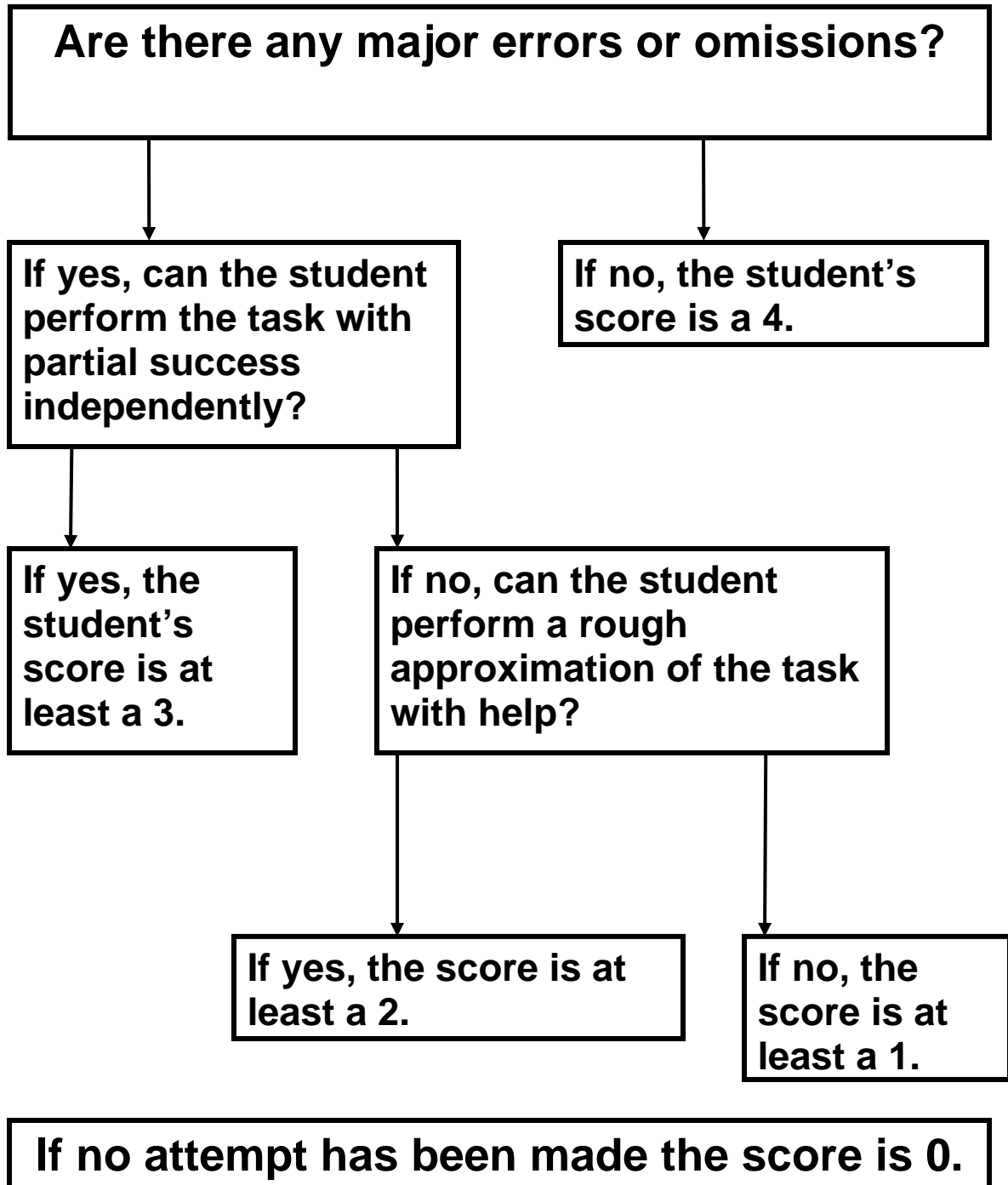
**1**

The student is unable to address the important aspects of the construct or topic; even when prompted and provided with help, the student cannot perform a rough approximation of the task.

**0**

The student makes no attempt; no judgment can be made.

## Scoring guide for Student Learning



## 1. Communication/Oral Language

- a. Listening
- b. Speaking
- c. Participation

**4**

**The student addresses all important aspects of communication/oral language**

*e.g.,*

- Listen attentively*
- Listen and demonstrate understanding by responding appropriately*
- Speak clearly and audibly with expression in communicating ideas*
- Speak in complete sentences*
- View a variety of media presentations attentively*
- Use a variety of formats in presenting with various forms of media*

**The student exhibits no major errors or omissions;**

**The student works independently on communication/oral language.**

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## 2. Comprehension

- a. Ask Questions
- b. Retell Stories
- c. Predict Outcomes
- d. Make Inferences
- e. Relate to Prior Knowledge
- f. Story Sequencing (Begin, Middle, End)

**4**

**The student addresses all important aspects of comprehension**

*e.g.,*

- Know the purpose for reading*
- Know the author's purpose*
- Use strategies to comprehend text*
  - Relate prior knowledge to make connections to text*
  - Ask questions about text*
  - Make predictions using picture clues, title, and prior knowledge*
  - Make inferences and draw conclusions from text*
  - Retell identifying key ideas*
  - Compile information from text*
- Know beginning, middle, and ending of text*
- Monitor reading using context to explain the meanings of unknown key words from text read aloud*
- View a variety of simple genres*
- Identify information from pictures*
- Recognize information as real/make believe*
- View a variety of informational text*

**The student exhibits no major errors or omissions;**

**The student works independently on comprehension.**

### 3. Concepts of Print

- a. Top/Bottom/Middle
- b. Left/Right

4

**The student addresses all important aspects of concepts of print**

*e.g.,*

- Recognize that print carries different messages*
- Identify messages in common environmental print*
- Identify front/back, top/bottom, left/right of text/book*
- Discriminate between upper- and lower-case letters, numbers, and words in text*
- Know the sequence of print (pointing left to right with return sweep)*
- Identify where text begins and ends on a page*
- Identify punctuation in text*

**The student exhibits no major errors or omissions;**

**The student works independently on concepts of print.**

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### 4. Fluency

- a. ABC Random Order
- b. 0-10 Random Order
- c. Oral/Written Fluency

4

**The student addresses all important aspects of fluency**

*e.g.,*

- Read all upper- and lower-case alphabet letters in random order with automaticity*
- Match consonant and short vowel sounds to the correct letter*
- Read numerals from zero to ten in random order with automaticity*
- Use appropriate intonation and expression during unison oral reading with teacher*
- Read with automaticity approximately 25 high frequency/sight words*

**The student exhibits no major errors or omissions;**

**The student works independently on fluency.**

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### 5. Name

- a. Recognize
- b. Spell
- c. Write

4

**The student addresses all important aspects of their name**

*e.g.,*

- Recognize printed name*
- Spell first name correctly*
- Write name legibly using correct manuscript form*

**The student exhibits no major errors or omissions;**

**The student works independently on his/her name.**

## 6. Rhyming

4

**The student addresses all important aspects of rhyming**

*e.g.,*

- Identify and create a series of rhyming words orally*
- Identify the word that does not rhyme in a series of words*

**The student exhibits no major errors or omissions;  
The student works independently on rhyming.**

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## 7. Sound Isolation

- a. Beginning
- b. Middle
- c. End

4

**The student addresses all important aspects of sound isolation**

*e.g.,*

- Count the number of words in a sentence*
- Recognize words beginning with the same initial sound in an alliterative phrase*
- Identify words with the same beginning consonant sound and ending consonant sound in a series of words*

**The student exhibits no major errors or omissions;  
The student works independently on sound isolation.**

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## 8. Sound Segmenting/Blending Word Parts

4

**The student addresses all important aspects of sound segmenting/blending word parts**

*e.g.,*

- Blend simple c-v-c sounds into one syllable words*
- Blend syllables to make words*
- Segment words into syllables*
- Segment words into onset and rime*
- Segment words into individual phonemes*
- Substitute initial sound*
- Substitute initial sound to create new words*

**The student exhibits no major errors or omissions;  
The student works independently on sound segmenting/blending word parts.**

## 9. Spelling

- a. Inventive
- b. Correct

4

**The student addresses all important aspects of spelling**

*e.g.,*

- Hear and write letters to represent single sounds in words*
- Spell a small number of grade level words*
- Use knowledge about spelling to predict the spelling of new words*
- Associate the spelling of new words with that of known words*

**The student exhibits no major errors or omissions;  
The student works independently on spelling.**

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## 10. Vocabulary

- a. Grade Level Vocabulary

4

**The student addresses all important aspects of vocabulary**

*e.g.,*

- Use new vocabulary learned by listening, reading, and discussing a variety of genres*
- Learn the meaning of a variety of grade level words*
- Use resources to learn new words by relating them to known words*
- Identify meanings of words by looking at the root word and using known endings*

**The student exhibits no major errors or omissions;  
The student works independently on vocabulary.**

## 11. Writing Process

- a. Pre-Write
- b. Compose
- c. Revise
- d. Edit

4

### The student addresses all important aspects of the writing process

*e.g.,*

- Generate ideas for writing by listening, talking drawing, looking at literature and informational text, being read to, and reflecting on personal experience*
- Select topics from generated ideas*
- Draft ideas on paper, utilizing pictures with labels/words*
- Select appropriate words to convey meaning*
- Revise by elaborating and clarifying written draft*
- Edit writing of first name for appropriate capital and lower-case letters*
- Edit writing for the spelling of a key word*
- Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing*
- Write with increasing fluency in forming manuscript letters and numerals*
- Produce personal writing*
- Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity*
- Produce functional text*
- Share illustrations and writing with others*
- Take part in producing group products*

**The student exhibits no major errors or omissions;**

**The student works independently on the writing process.**



### **EFFORT -- PARTICIPATION**

- 4 The student participates in classroom activities and discussions *without being asked*.
- 3 The student participates in classroom activities and discussions *when asked*.
- 2 The student participates in classroom activities and discussions *only when required to do so*.
- 1 The student *refuses* to engage in classroom activities and discussions.

### **EFFORT -- ASSIGNMENTS**

- 4 The student is punctual in turning in assignments and *meets* the stated requirements relative to neatness, completeness and adherence to conventions.
- 3 The student is punctual in turning in assignments but does *not fully meet* the stated requirements relative to neatness, completeness and adherence to conventions.
- 2 The student is *not* punctual in turning in assignments *or* does not meet the stated requirements relative to neatness, completeness and adherence to conventions.
- 1 The student is *not* punctual in turning in assignments *and* does not meet the stated requirements relative to neatness, completeness and adherence to conventions.

### **ACADEMIC BEHAVIOR -- WORKING COOPERATIVELY**

- 4 The student works cooperatively *without being asked*.
- 3 The student works cooperatively *when asked or cued*.
- 2 The student works cooperatively *only when required to do so*.
- 1 The student *refuses* to work cooperatively.

### **ACADEMIC BEHAVIOR -- FOLLOWING DIRECTIONS**

- 4 The student follows classroom rules and procedures *without being reminded or cued*.
- 3 The student follows classroom rules and procedures *when reminded or cued*.
- 2 The student follows classroom rules and procedures *only when required to do so*.
- 1 The student *refuses* to follow classroom rules and procedures.

### **SOCIAL BEHAVIOR**

- 4 The student *consistently* follows school rules and uses appropriate behaviors and social skills *without being asked*.
- 3 The student follows school rules and uses appropriate behaviors and social skills *when asked*.
- 2 The student follows school rules and uses appropriate behaviors and social skills *only when required to do so*.
- 1 The student *refuses* to follow school rules and use appropriate behaviors and social skills.

# Term End Report Rubric

4 →

The student understands key concepts, demonstrates required skills, and applies knowledge of the standard.

3 →

The student is developing an understanding of key concepts, skills, and knowledge of the standard.

2 →

The student is beginning to understand key concepts, skills, and knowledge of the standard. Assistance is needed to apply skills and knowledge.

1 →

The student has not yet demonstrated an understanding of key concepts, skills, and knowledge of the standard. Additional time and support is needed.

0 →

The student has not provided enough evidence of learning for the teacher to make a judgment of the student's understanding of key concepts, skills, and knowledge of the standard.