Grade Band Pre-K-2

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Access and Equity

We recognize that our communities are diverse and so are the needs and aspirations of the students we serve. Incorporating an access and equity lens into how you plan and deliver instruction, services and support not only makes it more safe, meaningful and effective but ensures that you are doing so in a way that thoughtfully engages and includes individuals and communities who have been historically excluded. We strongly encourage you to incorporate an access and equity lens focused on all students as you incorporate the guidance contained in this document.

What does the Law Require?

If a school district has elected to provide the general education curriculum this school year via multiple learning environments (e.g., on-site, hybrid and remote), then the district must ensure that each student has equal access to the same opportunities. This includes students with exceptionalities and students of every race, color and national origin. School district officials have discretion to make educational decisions based on local health needs and concerns. Compliance with national, state and local health recommendations should not create civil rights concerns. Section 504 of the Rehabilitation Act of 1973 (Section 504) prohibits disability discrimination by schools receiving federal financial assistance. Title II of the Americans with Disabilities Act of 1990 (Title II) prohibits disability discrimination by public entities, including schools. Title VI of the Civil Rights Act of 1964 (Title VI) prohibits race, color and national origin discrimination by schools receiving federal funds. As school leaders respond to evolving conditions, they should be mindful of the requirements of Section 504, Title II and Title VI, to ensure that all students are able to study and learn in an environment that is safe and free from discrimination.

School districts should continually discuss and evaluate whether any education learning environment it is implementing is discriminatory, either on its face or as implemented, results in discrimination to a specific group of students protected by federal anti-discrimination laws.

For students with exceptionalities and an IEP this includes a free appropriate public education (FAPE). School districts must provide a FAPE to students with exceptionalities and an IEP consistent with the need to protect the health and safety of students with exceptionalities and those individuals providing education, specialized instruction and related services to these students. In this unique and ever-changing environment, these exceptional circumstances may affect how all educational and related services and supports are provided. FAPE may include, as appropriate, special education and related services provided through an on-site learning environment, a hybrid learning environment, or a remote learning environment.

What are Ways I Can Do That?

1. Establish a plan and schedule to reflect and evaluate on whether the education and services being provided are effective for diverse students. Analyze relevant data on engagement and academics to determine whether students of color, English language learners, immigrant students, students with exceptionalities, students who are gifted, students who qualify for free and reduced lunch, among others, are learning. This should be discussed and evaluated separately by learning environment (e.g. in-person, hybrid and remote learning environment). If any of these groups are not succeeding within the given learning environment, the instructional approach might need to be more culturally responsive. This should be done individually, by all educators, and collectively at the building and district level on a set schedule throughout the school year. Individuals and groups should work to identify success gaps for certain students or groups or students, determine why this success gap is occurring, and action plan to mitigate the gap and prevent future gaps from occurring.

2. Work and study collaboratively within your building or district to understand inequity by design and its impact on student instruction. Identify resources that will be helpful to each educator and collectively, as a building and district, in confronting and addressing access and equity. This is a significant and important task and is not just accomplished by KSDE providing a few resources, but the following resources are shared as a starting point for continuing this important work within each classroom (on-site, hybrid, or remote), building and district.
    a. Clinton, J. (2020). Supporting Vulnerable Children in the Face of a Pandemic: A paper prepared for the Australian Government Department of Education, Skills and Employment. Centre for Program Evaluation, Melbourne Graduate School of Education, The University of Melbourne. https://www.dese.gov.au/system/files/doc/other/clinton_supporting_vulnerable_children_final.pdf
    b. New Jersey Department of Education Internal Equity Team list of resources, https://www.nj.gov/education/equity/resources/
    c. Culturally Reponsive Teaching and The Brain by Zaretta Hammond, https://crtandthebrain.com
    d. Coaching for Equity by Elena Aguilar (forthcoming)
    e. Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student by Alan M. Blankstein and Pedro Noguera with Lorena Kelly

3. Across all learning environments, ensure educators are focused on building and maintaining relationships with students. There are many positive stories about how this occurred during continuous learning in the spring of 2020. This will be more critical as we move into the 2020–21 school year. But we can't stop at building and maintaining relationships. Educators then must use those relationships as an entry point into positive and meaningful instruction for all students.
4. Maintain equitable access to your school's offered programs and practices. Implement programs and practices that provide equal access and enable all students to thrive academically, athletically, socially, and emotionally.
5. Demonstrate inclusive teaching and learning. Examine and revise your curriculum and teaching practices as necessary to ensure that you are effective in reaching every student. Train your teachers to recognize and to understand the range of needs, social-emotional and academic, among your students and to hone their skills in building and sustaining an inclusive classroom.
6. Encourage self-reflection and exploration. Teach individuals to self-reflect, question their cultural viewpoints and assumptions, and to modify them when appropriate. Commit to exploring your school's unique cultures to better understand the encounters of people from diverse backgrounds and to challenging your own practices.
7. Have meaningful interaction and dialogue. Challenge everyone to interact meaningfully with the entire school community and to learn from each other, honoring differences. Create a safe environment allowing for expression of differences in ways that encourage dialogue and education rather than alienation.
8. Encourage community involvement and service: Use the above practices to instill a consciousness of social justice, an ethic of citizenship, and a commitment to service. Teach and practice responsibility towards and engagement in your school, your larger community, and the world.

Grade Band
Pre-K-2

Competencies

Kansans should be proud of everything accomplished while navigating unprecedented times and facing unique educational challenges in the response to COVID-19.

A Continuous Learning Task Force commissioned by the Kansas State Department of Education (KSDE) developed meaningful ways to help Kansas school districts successfully complete the 2019-2020 school year with social-emotional support and grace for all stakeholders among its top priorities.

Districts should include considerations for the possibility of interruptions to learning because of COVID-19. To provide resources and guidance, Kansas Commissioner of Education Dr. Randy Watson assembled the Learning for the Future Task Force. With more time to prepare, this team was charged with developing a comprehensive way to ensure academic rigor and that schools can assess student learning in meaningful and actionable ways.

What follows is the result of recent collaboration among nearly 100 Kansas teachers, administrators, service centers, educational consultants, KSDE program directors and more. The goal was to review and analyze nearly 30 years of work among current Kansas Standards and, in 30 days, develop a competency-based model in PreK-2, 3-5, 6-8 and 9-12 grade bands that is also organized by broader themes of Humanities and STEAM.

This work has the potential to change the way we meet students' needs for the next 30 years and beyond by allowing students to demonstrate mastery of their learning in a variety of ways.

In a competency-based model, students move through the curriculum in a personalized way at their own pace, which is also aligned to their individual plan of study. Students progress or advance by demonstrating mastery when they are ready, not based on seat time or calendars.

Competencies themselves are often broadly stated and may include groups of related standards within and between subject areas, resulting in an instructional learning environment that does not focus on teaching singular skills. This, in turn, provides for a variety of opportunities for students to demonstrate their learning in ways that are meaningful and relevant to them by exploring passions and asking their own questions as problem-solving prompts. To accomplish this, each student receives the differentiated support he or she needs to be successful and, after demonstrating mastery on his or her schedule, moves on to the next level.

This resource and accompanying guidance seeks to provide you and your leadership team with the foundation for planning and implementing a competency-based curriculum, instruction and assessment model for your school district, Pre-K-12, that will focus on rigor, accountability and an unwavering commitment to personalizing learning for students.

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology
LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

English Language Arts (ELA)

ELA Classification	COMPETENCY	CODE	STANDARDS
Writing	A successful student can:		
	• **Priority:** Draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.	ELA.P 1.1	CL.W.p4.1, CL.W.p4.3, W.1.3, W.1.5, W.1.6, W.1.10, W.2.3, W.2.5, W.2.6, W.2.10, W.2.11, W.3.4
	• **Priority:** Draw/dictate/write to compose informative texts that convey information on specific topics.	ELA.P 1.2	CL.W.p4.1, CL.W.p4.3, CL.W.p4.4, W.1.2, W.1.3, W.1.5, W.1.8, W.1.10, W.2.2, W.2.7, W.2.8, W. 2.11, PK.W.PI.8, W.3.4
	• **Priority:** Examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/dictating/writing.	ELA.P 1.3	W.1.1, W.1.5, W.1.10, W.2.1, W.2.3, W.2.7, PK.W.PI.8, W.3.4
Speaking and Listening	A successful student can:		
	• **Priority:** Speak effectively to express ideas for a variety of purposes.	ELA.P 2.1	CL.SL.p4.1, CL.SL.p4.1a, CL.SL.p4.1b, CL.SL.p4.4, CL.SL.p4.3, SL.1.1, SL.1.2, SL.1.3, SL1.4, SL.1.7, SL.1.8, SL2.1, SL.2.2, SL.2.3, SL.2.6, SL.2.7, SL.2.8, SL.K.6, SL.1. 6, SL.2.6
	• **Priority:** Listen, view and interpret information from a variety of sources in order to make meaning and respond effectively.	ELA.P 2.2	SL.K.2, SL.1. 2, SL.2.2

ELA Classification	COMPETENCY	CODE	STANDARDS
Reading	A successful student can:		
	• **Priority:** Demonstrate that they understand and can manipulate sounds and letters that make up words.	ELA.P 3.1	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d. RF.K.3, RF.1.3, RF.2.3
	• **Priority:** Demonstrate the ability to comprehend, analyze and evaluate increasingly complex texts.	ELA.P 3.2	CL.IT.p4.1, CL.IT.p4.2, CL,IT.p4.3, RF.K.1, RF.K.2, RF.K.3, RF.K.4, RF.1.2, RF.1.3, RF.1.4, RF.2.3a, RF.2.4. RF.K.4, RF.1.4, RF.2.4
	• **Priority:** Make meaning of increasingly complex literary print and nonprint texts and provide text details to explain interpretations and thinking.	ELA.P 3.3	RL.1.1, RL. 1.2, RL. 1.3 RL. 2.1, RL 2.2, R.K.1, RL.1.1, RL.2.1
	• **Priority:** Make meaning of increasingly complex informational print and nonprint texts and provide text details to explain interpretations and thinking.	ELA.P 3.4	RL.K.1, RL.1.1, RL.2.1
	• **Priority:** Engage in large- and small-group research/inquiry to investigate topics of shared interest and to interpret, integrate and present information.	ELA.P 3.5	CL.SL.p4.1, CL.W.p4.4, CL.W.p4.5, W.1.5, W.1.6, W1.7, W.1.8, W.1.10, W.2.5, W.2.6, W.2.10, SL.K.4, SL.1. 4, SL.2.4,
	• Demonstrate that they understand that they understand that written letters represent specific sounds in words.	ELA.P 3.6	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d. RF.K.3, RF.1.3, RF.2.3

History, Government and Social Studies (HGSS)

HGSS Classification	COMPETENCY	CODE	STANDARDS
Sense of Self (Dynamic Relationship)	(K-2 Geography) A successful student can:		
	• **Priority:** Use maps, graphs, photographs and other representations to describe places important to them and the relationships and interactions that shape these places to analyze continuity and change over time.	HGSS.P 1.1	Standard 5 5.1, 5.2, 5.3, 5.4
	• **Extended:** Describe how human activities affect the cultural and environmental characteristics of places or regions to investigate and connect relationships of human and physical characteristics within contemporary issues.	HGSS.P 1.2	Standard 5 5.1, 5.2, 5.3, 5.4
Civics/Government (Rights and Responsibilities)	(K-2 Civics/Gov) A successful student can:		
	• **Priority:** Describe roles and responsibilities of people in authority to recognize and evaluate relationships.	HGSS.P 2.1	Standard 2 2.1, 2.2, 2.3, 2.4
	• **Extended:** Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority to draw conclusions and evaluate the rights and responsibilities of people living in that society.	HGSS.P 2.2	Standard 2 2.1, 2.2, 2.3, 2.4
History: Societies Past and Present (Continuity and Change Over Time)	(K-2 History) A successful student can:		
	• **Priority:** Describe how people have tried to improve their communities over time and draw conclusions about how choices have consequences.	HGSS.P 3.1	Standard 1 1.1, 1.2, 1.3, 1.4, 1.5
	• **Extended:** Generate questions about individuals and groups who have shaped a significant historical change to investigate and connect examples of choices and consequences within contemporary issues.	HGSS.P 3.2	Standard 1 1.1,1.2, 1.3, 1.4, 1.5
	• **Priority:** Compare perspectives of people in the past to those of people in the present and investigate and connect relationships to make a claim using evidence and arguments.	HGSS.P 3.3	Standard 3 3.1, 3.2, 3.3, 3.4
	• **Extended:** Generate questions about individuals and groups who have shaped a significant historical change to acquire and organize information describing relationships between historical and contemporary events.	HGSS.P 3.4	Standard 3 3.1, 3.2, 3.3, 3.4
	(K-2 Econ) • **Priority:** Describe the goods and services people in the local community produce and those that are produced in other communities to analyze and draw conclusions about continuity and change over time.	HGSS.P 4.1	Standard 4 4.1, 4.2, 4.3, 4.4
	• **Extended:** Describe why people in one country trade goods and services with people in another country and the impact of goods and services on individuals and communities to connect continuity and change to a contemporary issue.	HGSS.P 4.2	Standard 4 4.1, 4.2, 4.3, 4.4

Mathematics

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Counting and Cardinality	**Overarching Competency** A successful student can:		
	• Demonstrate an understanding of numbers with proficiency to rote count, order, compare, subitize, match objects to and write numbers.	MATH.P 1.1	
	• **Priority:** Rote count, identify and write numerals (within a given range).	MATH.P 1.2	PreK.CC.1, 2, 3, 1.NBT.1
	• **Priority:** Demonstrate the relationship between numbers and quantities starting with concrete representations and moving to the abstract (within a given range).	MATH.P 1.3	PreK.CC.4.(a-d), PreK.CC. 5. K.CC.4.(a-d), K.CC.5.
	• **Priority:** Compare numbers (within a given range).	MATH.P 1.4	PreK.CC.6, 7, 8 K.CC.6, 7
	• **Priority:** A successful student will begin to demonstrate an understanding of whole number relationships and place value, including grouping 10s and ones.	MATH.P 1.5	1NBT.2(a-d)
Operations and Algebraic Thinking	**Overarching Competency** A successful student can:		
	• Demonstrate the ability to compute accurately. ◦ Make reasonable estimates. ◦ Understand meanings of operations. ◦ Use algebraic notation to represent and analyze patterns and relationships.	MATH.P 2.1	
	• **Priority:** Demonstrate an understanding of addition and subtraction with the use of objects, images or sounds.	MATH.P 2.2	PreK.OA.1, 2, 3, K.OA.1, 2, 3, 4, 1.OA.1, 2 2.OA.1
	• **Priority:** Apply the properties of operation and the relationship between addition and subtraction.	MATH.P 2.3	1.OA.3, 4, 5
	• **Priority:** Identify equal groups of objects to gain foundations for multiplication.	MATH.P 2.4	2.OA.3, 4
	• **Extended:** Solve equations using addition and subtraction.	MATH.P 2.5	1.OA.7, 8
Required Fluency	• **Priority:** Demonstrate the ability to quickly and accurately verbalize and compute fact fluency (within a range of numbers).	MATH.P 3.1	K.OA.5, 1.OA.6 2.OA.2, 2.NBT.5

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Numbers and Operations in Base Ten	**Overarching Competency** A successful student can:		
	• Demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.	MATH.P 4.1	
	• **Priority:** Demonstrate an understanding of composing and decomposing numbers (within a given range) using manipulatives, drawings and equations.	MATH.P 4.2	K.NBT.1
	• **Priority:** Rote count, identify, compare and write numbers (within a given range).	MATH.P 4.3	1.NBT.3, 2.NBT.2, 3, 4
	• **Priority:** Demonstrate an understanding of place value and show flexibility in composing and decomposing numbers (within a given range).	MATH.P 4.4	2.NBT.1 (a-c)
	• **Priority:** Show an understanding of place value and properties of operations to add and subtract in various ways (concrete models, equations, mental math).	MATH.P 4.5	1.NBT.4(a-c), 5, 6, 2.NBT.5, 6, 7, 8, 9
Measurement and Data	**Overarching Competency** A successful student can:		
	• Demonstrate the ability to understand the systems and processes of measurement, and use appropriate techniques, tools, units and formulas in making measurements.	MATH.P 5.1	
	• **Priority:** Describe and compare objects using measurable attributes.	MATH.P 5.2	PreK MD.1, 2, K MD.1, 2
	• **Priority:** Measure and estimate lengths in standard units.	MATH.P 5.3	1 MD.1, 2, 2 MD.1, 2, 3, 4
	• **Extended:** Represent and analyze data.	MATH.P 5.4	PreK.MD.3, 4, K.MD.3, 1MD.3
	• **Extended:** Classify and interpret data within multiple categories.	MATH.P 5.5	1.MD.4
	• **Extended:** Use addition and subtraction to solve problems using length while also interpreting and creating data points in multiple units.	MATH.P 5.6	2 MD.5, 6, 8, 9, 10, 11

Mathematics Classification	COMPETENCY	CODE	STANDARDS
Geometry	**Overarching Competency** A successful student can:		
	• Demonstrate the ability to investigate the characteristics and properties of two and/or three-dimensional geometric shapes and apply transformations and symmetry in geometric situations.	MATH.P 6.1	
	• **Priority:** Identify and describe shapes.	MATH.P 6.2	PreK.G.1, 2, 3, K.G.1, 2, 3
	• **Extended:** Analyze, compare and compose two- or three- dimensional shapes by building, drawing or modeling.	MATH.P 6.3	PreK.G.4, 5, K.G.4, 5, 6
	• **Priority:** Distinguish attributes of shapes and partition shapes into equal parts.	MATH.P 6.4	1.G.1, 2, 3 2.G.1, 2, 3
Problem-Solving, Modeling and Communicating Reasoning	A successful student can demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts:	MATH.P 7.1	
	1. Make sense of problems and persevere in solving them.	MATH.P 7.2	
	2. Reason abstractly and quantitatively.	MATH.P 7.3	
	3. Construct viable arguments and critique the reasoning of others.	MATH.P 7.4	
	4. Model with mathematics.	MATH.P 7.5	
	5. Use appropriate tools strategically.	MATH.P 7.6	
	6. Attend to precision.	MATH.P 7.7	
	7. Look for and make use of structure.	MATH.P 7.8	
	8. Look for and express regularity in repeated reasoning.	MATH.P 7.9	

Science

Science Classification	COMPETENCY	CODE	STANDARDS
Physical Science:	A successful student can:		
Engineering	• **Priority:** Demonstrate proficiency with engineering and design skills such as asking questions, making observations, sketching or drawing and analyzing data across all sciences.	SCI.PS.P 1.1	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3, ELP standards: EL.SL.K.3,EL.SL.1.3 EL.SL.2.3
Forces and Interactions	• **Priority:** Explore how pushes, pulls, gravity, magnetism and mechanical forces have different strengths, can change the speed or direction of an object's motion, and can start or stop it.	SCI.PS.P 1.2	S.p3.1, S.p4.1, (S.p4.2) (PS2-2) (K-PS2-1) ELP standards: EL.SL.K.3, EL.SL.1.3.
Waves	• **Extended:** Explore the properties of light and sound.	SCI.PS.P 1.3	ELP standards: EL.R.1.1, EL.R.2.1
Structures and Properties of Matter	• **Extended:** Explore different kinds of matter and discover many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its: ◦ Observable properties. ◦ Different properties are suited to different purposes. ◦ Great variety of objects can be built up from a small set of pieces.	SCI.PS.P 1.4	2-PS1-1, 2-PS1-3, 2-PS1-4, ELP standards: EL.R.K.12, EL.R.1.12, EL.R.2.12

Science Classification	COMPETENCY	CODE	STANDARDS
Life Science:	A successful student can:		
Structure and Function	• **Priority:** Explore what organisms (plants and animals) need in order to live and grow.	SCI.LS.P 2.1	S.p3.1, S.p4.1, S.p4.2, PS2-2, K-PS2-1, ELP standards: EL.SL.K.3, EL.SL.1.3.
Interdependent Relationships in Ecosystems	• **Priority:** Explore what organisms (plants and animals) need in order to live and grow.	SCI.LS.P 2.2	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3, ELP standards: EL.SL.K.3,EL.SL.1.3 EL.SL.2.3
Engineering and Design	• **Priority:** Demonstrate proficiency with engineering and design skills, such as asking questions, making observations, sketching or drawing and analyzing data across all sciences.	SCI.LS.P 2.3	1-PS4-1, 1-PS4-4, 1-PS4-3, 1-PS4-4, 1-ESS1-1 , 1-ESS1-2, S.p3.2, S.p4.3 ELP standards: EL.R.1.1, EL.R.2.1

Science Classification	COMPETENCY	CODE	STANDARDS
Earth and Space Science:	A successful student can:		
Weather and Climate	• **Priority:** Ask questions, make observations and gather information about weather and weather patterns.	SCI.ESS.P 3.1	1-PS4-1, 1-PS4-4, 1-PS4-3, 1-PS4-4, 1-ESS1-1 , 1-ESS1-2, S.p3.2, S.p4.3 ELP standards: EL.R.1.1, EL.R.2.1
Earth's Systems	• **Extended:** Compare and test designs to show wind and water can change the shape of the land.	SCI.ESS.P 3.2	S.p4.6, K-ESS2-1, S.p4.7, K-PS3-4, K-ESS3-2, S.p4.11, S.p3.5, S.p3.5, S.p3.9 ELP standards: EL. R. 1.1, EL.R.1.13 EL.R.2.13
Space Systems	• **Extended:** Observe, describe and predict patterns of the motion of the sun, moon and stars.	SCI.ESS.P 3.3	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, ELP standards: EL.R.1.1, EL.R.2.1

Measuring Social-Emotional Character Development

Social-emotional character development (SECD) is paramount to student learning and school improvement. When students are supported to enhance their social and emotional learning (SEL) skills, they also improve their academic and career outcomes.[1]

SECD + SEL = SEG

SECD are the Social Emotional Character Development standards for Kansas schools. SEL is the process by which children and adults learn how to understand and manage emotions, develop care and concern for others, set and achieve positive goals, and make responsible decisions. Together SECD and SEL result in SEG, social emotional growth.

Kansas schools have started to develop and track students' social and emotional learning as an indicator of student success within accountability models. In Kansas K-12 education, SECD is embedded into the Kansas Education Systems Accreditation (KESA) and Kansas School Redesign. The following information can help guide Kansas schools as they seek ways to measure that growth.

SEL is Strengths Based

SEL assessment requires a strengths-based approach: that is, assessment focuses on knowledge and use of skills that are actively taught and supported in the school setting. These SEG measures and the goal of assessment is distinct from screening for risk for mental and behavioral health needs. A strengths-based approach proactively builds on the strengths and skills individuals possess to foster further development of competencies, just as educators do for any other academic content area. In parallel, the assessment of adult-driven SEL practices must be strengths based, focusing on methods for being proactive in holistically supporting young people's social, emotional, and academic development.

Assessment of social and emotional competencies helps paint a fuller picture of youth's capabilities and needs, while assessment of adult SE competencies and practices, as well as school climate and culture, paint a fuller picture of the support youth are given to gain and express these competencies. As widespread implementation of SEL practices gains traction, SEL data are increasingly available in multiple forms. Available data speak to culture and climate of settings, effective implementation of SEL programs and practices, and growth in individuals' development of social and emotional competencies.[2]

1 Farrington et al. 2012; Gayl, 2017; Heckman, 2008; West et al. 2016). These skills may also be malleable and amenable to intervention (Durlak, Weissberg, Dymnicki, Taylor, and Schellinger, 2011; What Works Clearinghouse, 2007

2 Measuring SEL, CASEL 2019

Data and Measuring SECD

Regarding data, Kansas school communities are encouraged to:[3]

- Be proficient in collecting, interpreting and analyzing data;
- Utilize multiple measures;
- Implement programs that are evidenced based:
- Become aware of all the sources of data available; and
- Be able to show how intentional interventions increase skill acquisition.

Schools should capitalize on their local experts, such as counselors, social workers, school psychologists, and early childhood educators, who are uniquely trained in social emotional development and the impact of community context in nurturing development. These professionals are positioned to help educational communities build capacity in adult SEL competencies, teaching, and measuring SECD.

Three Types of Collectable Data

There are essentially three types of increasingly rigorous SECD data that schools may collect: Process Data, Perception Data, and Outcome Data.

PROCESS DATA: What was done for whom?

- Evidence that the social emotional learning lessons occurred;
- How the social emotional learning lesson or activity was conducted;
- How many students were involved in core lessons (Tier 1);
- How many students also received Tier 2 or Tier 3 intervention

Examples of process data:

- 33 staff were trained in the ABC SEL curriculum
- 3 lessons on bullying were taught in every class, 6-8th grade;
- 98% of key elements on the lesson plan were addressed (good fidelity of implementation);
- 201 of 204 students participated in the core lesson(s) and 3 were absent;
- 15 students participated in small group assertive skills intervention as well;
- 5 students participated in Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

PERCEPTION DATA: What do people think they know, believe or can do? How do they feel their environment supports or impedes them?

- Measures perception of climate and culture;
- Measures what students or adults are perceived to have gained in knowledge, skills, attitudes or beliefs

Examples of perception data:

- 89% of students reported seeing bullying at school on the Kansas Communities That Care Survey;
- 78% of students said that adults do "nothing" or "I'm not certain" in response to bullying;
- After training, 92% of teachers said they felt confident delivering the curriculum;
- After the bullying lessons, 69% of students believed they could implement one strategy to combat bullying (student perception, belief);
- After the bullying lessons, 95% of students said bullying is unacceptable (attitude);
- After assertive skills lessons, 89% of teachers felt that students were implementing strategies to be upstanders and reduce bullying (teacher perception of student skills);
- After teaching conflict resolution lessons, 78% of teachers said they were more likely to address conflict and potential bullying situations (teacher perception of adult skills);

3 Adapted from Dr. Sharon Sevier, Chair of the Board, American School Counselor Association, Rockwood R-VI School District, Lafayette High School, Missouri; Data and Advocacy: A Step by Step Approach. 2014.

OUTCOME DATA: What is the impact on development, learning and wellbeing? Are we seeing growth in knowledge and performance/behaviors?

- Demonstrates a change in knowledge and/or skill in action;
- Demonstrates whether the program has/has not impacted the student's ability to utilize new knowledge, attitudes, behaviors, skills;
- Demonstrates whether or not change has occurred in climate and culture

Examples of Outcome data:

- Immediate Examples (pre/post):
- Before the bullying lessons 56% of students could correctly report the signs of bullying and after the bullying lessons, 98% of students correctly reported the signs of bullying (demonstrated knowledge increase);
- After the bullying lessons, 95% of students effectively demonstrated one strategy to address bullying (skill performance);

Intermediate Examples (quarter/semester/year):

- "Before the bullying lessons 50 cases of bullying were reported for the quarter; after the lessons, there were only 10 cases for the quarter."
- 82% of staff showed growth on the Adult SE Competency Self-Assessment from first to second semester.
- Long-range Examples (showing impact over time, i.e. CORE data):
- "On the Kansas Communities That Care survey, 20% fewer students reported witnessing bullying this year over last year. This correlated with decreases in depression and not feeling safe at school, and an increase in average GPA for these grade levels."

Measuring Growth: Three Key Categories of SECD Data

Social emotional growth (SEG) results from the interplay of (a) proactive teaching and learning of social emotional skills and competencies, (b) a supportive culture and climate, and (c) a clear improvement cycle used by schools. We can teach skills, but if the culture allows little opportunity for practice throughout the day, and the climate is negative and deficit-focused or we ignore addressing mental health concerns, those skills may be difficult for students to put into action. Therefore, these three key categories of SECD Data are recommended when developing a robust approach to measuring SEG locally:

1. **VALIDATED STRENGTHS-BASED MEASURES**. For example, these often come with an evidence-based Social Emotional Learning curriculum to show attainment of knowledge, skills and behaviors that are being taught. These measures are usually either in the form of ***perception data*** or ***outcome data*** focused on knowledge or performance of skills/behavior.

2. **CULTURE AND CLIMATE**. Validated School Climate Data. For example, the Kansas Communities That Care survey obtains student perception data about school climate; likewise, the Kansas Family Engagement Survey obtains caregiver ***perception data*** about school climate. School Culture Data is often represented by "On-Track" Indicators such as: attendance, office discipline referrals and suspensions/expulsions, and course grades. Evidence of strong implementation of SEL curriculum may also be considered in this category.

3. **CLEAR IMPROVEMENT CYCLE DATA**. A responsive school has a consistent, system-wide process for reviewing Strengths-based Skill Measures against Culture and Climate data while screening for risk to get students additional supports they may need. A clear improvement cycle results in adaptations at the individual level to support students in need, and adjustments at the systems level to ensure a healthy culture and climate that fosters equity, learning and wellbeing.

Here is a listing of commonly collected SECD data sources and how they may relate to these three key categories.

Commonly Collected Data[4]	SOURCES AND CATEGORY	CATEGORY
SECD/SEL skill mastery	Self, Teacher, Parent, Peer or Observer Rating or Other Assessment Tools commonly provided in evidence-based SEL curricula and programs	Strengths-based Measure
SEL Fidelity of Implementation and Adult Competencies tools	Commonly provided in evidence-based SEL curricula and programs	Culture and climate
Absenteeism	School records	Culture and climate
Retention in grade	School records	Culture and climate
Suspensions, Office Discipline Referrals	School records	Culture and climate
Grades, Academic performance	School records, state assessments and other content formative assessments	Culture and climate
School climate perceptions	Kansas Communities That Care Survey (KCTC), Family Engagement Survey (FES) or other student, family and/or staff survey	Culture and climate
School engagement	School Surveys or Tools, such as the KCTC or Psychological Sense of School Membership Scale (PSSM)	Culture and climate
Behavioral or mental health risk	Universal Screeners, such as: • BASC-BESS (Behavior Assessment System for Children-Behavioral and Emotional Screening System) SAEBRS (Social, Academic, Emotional Behavior Risk Screener) • SRSS-IE (Student Risk Screening Scale – Internalizing and Externalizing) • SDQ (Strength and Difficulties Questionnaire) • The Ages and Stages Questionnaires (ASQ-3 and ASQ-SE2) • Mental health screeners such as: ◦ SCAS (Spence Children's Anxiety Scale) ◦ Self, Teacher, Parent, Peer or Observer Rating or Survey ◦ Diagnostic tools as needed	Clear improvement cycle

4 Adapted from Hanover Research, 2018.

Measuring Employability Skills

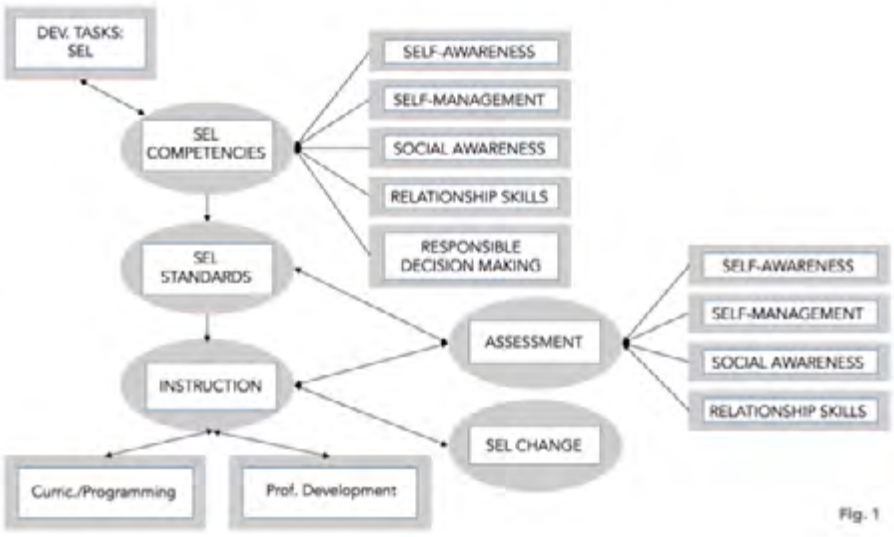
It is important that schools and districts measure the essential employability skills and knowledge that students gain from Work-Based Learning (WBL) experiences and give students an opportunity to document and reflect on their learning. The assessment and reflection process is critical in that it:

- Helps students make personal connections to their experiences.
- Guides the learning process and deepens/extends the learning from the WBL experience.
- Allows students to see how academic and technical skills are applied in authentic settings.
- Provides a tool for students to self-assess their employability skills and areas of improvement.
- Promotes the need for and completion of postsecondary training.

Additionally, measurement of student learning from WBL experiences provides schools and districts with data that inform continuous improvement of the quality of WBL experiences for all students. Schools and districts can use this data for multiple purposes aimed at improving the system at all levels. This includes measuring graduating students' career readiness; systematically determining gaps in employability skills acquisition to improve WBL experiences and academics at the student level and/or schoolwide; and reviewing the quality of WBL experiences across individual business and industry partners.

Please find the complete guide to measuring employability and work-based learning at: Measuring Employability Skills.[5]

How Assessing SECD/SEL Flows with the Overall SECD/SEL Program[6]



5 https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Plan_Of_Study/Employability%20Skills_Measuring%20and%20Reflecting%20Student%20Learning%20062020.pdf?ver=2020-06-02-094312-770

6 Denham, 2015.

Resources

The following resources align with the State Board Goal of "Measuring SECD/SEL Locally" and provide examples of how to collect SECD/SEL data at the district, building and student levels.

Measuring SECD Toolkit[7]
This document summarizes examples of how to collect and utilize SECD data to drive decision making. Please check back closer to the beginning of school as it will be revised and posted.

Kansas Communities That Care Survey [8]
The Kansas Communities That Care (KCTC) is the best tool for assessing student perceptions around SEL and all Kansas schools are encouraged to utilize it.

Assessment Guide for SEL (CASEL)[9]
CASEL is the preeminent authority for developing, implementing and measuring SEL.

Measuring Employability Skills[5]
For the first time KSDE has developed a document that helps schools learn how to assess and measure student employability and work-based learning skills.

Likert Scale for SECD Student Growth Measure[10]
An example of how to measure individual student SECD skills.

Reflecting on Adult SE Competencies Personal Assessment and Reflection Tool [11]
This tool from CASEL provides a framework and process for staff to reflect on their own social and emotional growth.

Trauma-informed Toolkit[12]
This toolkit will help schools address trauma experienced by student, staff and families as a result of the current pandemic crisis.3

Trauma, Toxic Stress, and Caregiver Well-Being: Practices for Fostering Resilience in Children/Youth and Caregivers (TASN)[13]
This TASN document addresses how to provide assistance for trauma, toxic stress, resilience and caregiver wellbeing.

KSDE/TASN Suicide Prevention/Response/Postvention Toolkit[14]
Teen suicide has been an issue for Kansas schools and as a result of the current crisis has become even more so. This is a comprehensive guide for schools in how to deal with suicidal ideation.

National Center for School Crisis and Bereavement[15]
The current crisis has compounded the issues of grief and bereavement, both from typical social-emotional perspectives (i.e. student/family death) but also from current crisis perspectives (i.e. family loss of jobs, student/family displacement etc. This site addresses the many components and levels of crisis, grief and bereavement.

Kansans Can Competency Framework[16] offers numerous free tools and resources.
- PreK-12 College and Career Competency Sequence[17]

7 https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Measuring%20SECD%20Toolkit.pdf?ver=2017-02-16-094209-983

8 http://kctcdata.org/

9 https://measuringsel.casel.org/access-assessment-guide/

10 https://www.ksde.org/Portals/0/CSAS/Content%20Area%20(M-Z)/School%20Counseling/Soc_Emot_Char_Dev/Likert%20Scale%20for%20SECD%20Student%20Growth%20Measure.pdf?ver=2015-02-24-121600-343

11 https://schoolguide.casel.org/focus-area-2/learn/reflecting-on-personal-sel-skills/

12 https://www.transformingeducation.org/trauma-informed-sel-toolkit/

13 https://ksdetasn.org/smhi

14 https://www.ksde.org/Agency/Division-of-Learning-Services/Student-Staff-Training/Prevention-and-Responsive-Culture/Suicide-Awareness-and-Prevention/Kansas-Suicide-Prevention-Response-and-Postvention-Toolkit

15 https://www.schoolcrisiscenter.org/

16 http://www.cccframework.org/

17 https://ksdetasn.org/competency/prek-12-kansas-competency-sequence

GRADE BAND
PRE-K-2

Social, Emotional, Character Development Standards (SECD)

SECD Classification	COMPETENCY	CODE
Character Development:	A successful student can:	
Core Principles	• Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.	SECD.P 1.1
	• Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	SECD.P 1.2
	• Recognize characteristics of caring relationships, hurtful relationships, and can identify trusting adults.	SECD.P 1.3
	• Understand active listening.	SECD.P 1.4
	• Understand and demonstrate the difference between "tattling," "telling" and "reporting."	SECD.P 1.5
Responsible Decision-Making and Problem-Solving	• Identify and illustrate safe and unsafe situations.	SECD.P 1.6
	• Identify scheduled activities and allocate appropriate time to spend on each.	SECD.P 1.7
	• Develop self-control skills (for example: stop, take a deep breath and relax).	SECD.P 1.8
	• Identify and demonstrate problem-solving processes.	SECD.P 1.9
Personal Development:	A successful student can:	
Self-Awareness	• Identify and describe a variety of emotions.	SECD.P 2.1
	• Identify situations within their control and outside their control that might evoke emotional responses.	SECD.P 2.2
	• Identify personal strengths and weaknesses.	SECD.P 2.3
	• Identify people, places and other resources to go to for help (parents, relatives, school personnel).	SECD.P 2.4
	• Ask clarifying questions.	SECD.P 2.5
Self-Management	• Identify and demonstrate techniques to manage common stress and emotions.	SECD.P 2.6
	• Identify healthy personal hygiene habits.	SECD.P 2.7
	• Describe and practice sending effective verbal and nonverbal messages.	SECD.P 2.8
	• Describe personal responsibilities in school, home and communities.	SECD.P 2.9
	• Identify the process of setting and achieving personal, school and home goals (for example: hopes and dreams).	SECD.P 2.10

SECD Classification	COMPETENCY	CODE
Social Development:	A successful student can:	
Social Awareness	• Label other's feelings based on verbal and nonverbal cues in different situations.	SECD.P 3.1
	• Demonstrate an ability to listen to others.	SECD.P 3.2
	• Demonstrate a capacity to care about the feelings of others.	SECD.P 3.3
	• Describe ways that people are similar and different.	SECD.P 3.4
Interpersonal Skills	• Describe how words, voice tone and body language communicate and can impact relationships positively and negatively.	SECD.P 3.5
	• Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others.	SECD.P 3.6
	• Recognize the difference between helpful and harmful behaviors in relationships and understands how to report harmful behaviors for protection in unsafe situations.	SECD.P 3.7
	• Identify and practice appropriate behaviors to maintain positive relationships.	SECD.P 3.8
	• Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults.	SECD.P 3.9
	• Identify and practice healthy conflict resolution including self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively.	SECD.P 3.10

Humanities

Academic subject areas that describe, study or inform the human experience, which includes, but is not limited to, literature, history, philosophy, visual arts and performing arts.

Humanities Classification	COMPETENCY	CODE	STANDARDS
ELA	A successful student can:		
Writing	• **Priority:** Draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.	ELA.P 1.1	CL.W.p4.1, CL.W.p4.3, W.1.3, W.1.5, W.1.6, W.1.10, W.2.3, W.2.5, W.2.6, W.2.10, ELP Standard-EL.W.2.11, EL.W.3.4
	• **Priority:** Draw/dictate/write to compose informative texts that convey information on specific topics.	ELA.P 1.2	CL.W.p4.1, CL.W.p4.3, CL.W.p4.4, W.1.2, W.1.3, W.1.5, W.1.8, W.1.10, W.2.2, W.2.7, W.2.8, W. 2.11 ELP Standard-EL.PK.W.PI.8, EL.W.3.4
	• **Priority:** Examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/dictating/writing.	ELA.P 1.3	W.1.1, W.1.5, W.1.10, W.2.1, W.2.3, W.2.7 , ELP Standard-EL.PK.W.PI.8, EL.W.3.4
Speaking and Listening	• **Priority:** Speak effectively to express ideas for a variety of purposes.	ELA.P 2.1	CL.SL.p4.1, CL.SL.p4.1a, CL.SL.p4.1b, CL.SL.p4.4, CL.SL.p4.3, SL.1.1, SL.1.2, SL.1.3, SL1.4, SL.1.7, SL.1.8, SL2.1, SL.2.2, SL.2.3, SL.2.6, SL.2.7, SL.2.8, ELP Standard-EL.SL.K.6, EL.SL.1. 6, EL.SL.2.6
	• **Priority:** Listen, view and interpret information from a variety of sources in order to make meaning and respond effectively.	ELA.P 2.2	ELP Standard-EL.SL.K.2, EL.SL.1. 2, EL.SL.2.2

Humanities Classification	COMPETENCY	CODE	STANDARDS
ELA Reading	A successful student can:		
	• **Priority:** Demonstrate that they understand and can manipulate sounds and letters that make up words.	ELA.P 3.1	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d. ELP Standard-EL.RF.K.3, EL.RF.1.3, EL.RF.2.3
	• **Priority:** Demonstrate the ability to comprehend, analyze and evaluate increasingly complex texts.	ELA.P 3.2	CL.IT.p4.1, CL.IT.p4.2, CL,IT.p4.3, RF.K.1, RF.K.2, RF.K.3, RF.K.4, RF.1.2, RF.1.3, RF.1.4, RF.2.3a, RF.2.4. ELP Standard-EL.RF.K.4, EL.RF.1.4, EL.RF.2.4
	• **Priority:** Make meaning of increasingly complex literary print and nonprint texts and provide text details to explain interpretations and thinking.	ELA.P 3.3	RL.1.1, RL.1.2, RL.1.3 RL.2.1, RL 2.2 ELP Standard-EL.R.K.1, EL.R.1.1, EL.R.2.1
	• **Priority:** Make meaning of increasingly complex informational print and nonprint texts and provide text details to explain interpretations and thinking.	ELA.P 3.4	ELP Standard-EL.R.K.1, EL.R.1.1, EL.R.2.1
	• **Priority:** Engage in large- and small-group research/inquiry to investigate topics of shared interest and to interpret, integrate and present information.	ELA.P 3.5	CL.SL.p4.1, CL.W.p4.4, CL.W.p4.5, W.1.5, W.1.6, W1.7, W.1.8, W.1.10, W.2.5, W.2.6, W.2.10, ELP Standard-EL.SL.K.4, EL.SL.1. 4, EL.SL.2.4,
	• **Priority:** Demonstrate that they understand and can manipulate sounds and letters that make up words.	ELA.P 3.6	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d. ELP Standard-EL.RF.K.3, EL.RF.1.3, EL.RF.2.3

Humanities Classification	COMPETENCY	CODE	STANDARDS
HGSS	A successful student can:		
	• **Priority:** Use maps, graphs, photographs and other representations to describe places important to them and the relationships and interactions that shape these places to analyze continuity and change over time.	HGSS.P 1.1	Standard 5 5.1, 5.2, 5.3, 5.4
	• **Extended:** Describe how human activities affect the cultural and environmental characteristics of places or regions to investigate and connect relationships of human and physical characteristics within contemporary issues.	HGSS.P 1.2	Standard 5 5.1, 5.2, 5.3, 5.4
	• **Priority:** Describe roles and responsibilities of people in authority to recognize and evaluate relationships.	HGSS.P 2.1	Standard 2 2.1, 2.2, 2.3, 2.4
	• **Extended:** Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority to draw conclusions and evaluate the rights and responsibilities of people living in that society.	HGSS.P 2.2	Standard 2 2.1, 2.2, 2.3, 2.4
	• **Priority:** Describe how people have tried to improve their communities over time and draw conclusions about how choices have consequences.	HGSS.P 3.1	Standard 1 1.1, 1.2, 1.3, 1.4, 1.5
	• **Extended:** Generate questions about individuals and groups who have shaped a significant historical change to investigate and connect examples of choices and consequences within contemporary issues.	HGSS.P 3.2	Standard 1 1.1,1.2, 1.3, 1.4, 1.5
	• **Priority:** Compare perspectives of people in the past to those of people in the present and investigate and connect relationships to make a claim using evidence and arguments.	HGSS.P 3.3	Standard 3 3.1, 3.2, 3.3, 3.4
	• **Extended:** Generate questions about individuals and groups who have shaped a significant historical change to acquire and organize information describing relationships between historical and contemporary events.	HGSS.P 3.4	Standard 3 3.1, 3.2, 3.3, 3.4
	• **Priority:** Describe the goods and services people in the local community produce and those that are produced in other communities to analyze and draw conclusions about continuity and change over time.	HGSS.P 4.1	Standard 4 4.1, 4.2, 4.3, 4.4
	• **Extended:** Describe why people in one country trade goods and services with people in another country and the impact of goods and services on individuals and communities to connect continuity and change to a contemporary issue.	HGSS.P 4.2	Standard 4 4.1, 4.2, 4.3, 4.4
	• **Priority:** Use maps, graphs, photographs and other representations to describe places important to them and the relationships and interactions that shape these places to analyze continuity and change over time.	HGSS.P 1.1	Standard 5 5.1, 5.2, 5.3, 5.4
	• **Extended:** Describe how human activities affect the cultural and environmental characteristics of places or regions to investigate and connect relationships of human and physical characteristics within contemporary issues.	HGSS.P 1.2	Standard 5 5.1, 5.2, 5.3, 5.4
	• **Priority:** Describe roles and responsibilities of people in authority to recognize and evaluate relationships.	HGSS.P 2.1	Standard 2 2.1, 2.2, 2.3, 2.4
	• **Extended:** Describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority to draw conclusions and evaluate the rights and responsibilities of people living in that society.	HGSS.P 2.2	Standard 2 2.1, 2.2, 2.3, 2.4

Humanities Classification	COMPETENCY	CODE	STANDARDS
Mathematics	A successful student can:		
	• Demonstrate the ability to understand the systems and processes of measurement, and use appropriate techniques, tools, units and formulas in making measurements.	MATH.P 5.1	
	• Demonstrate the ability to represent and analyze data.	MATH.P 5.4	PreK.MD.3, 4, K.MD.3, 1MD.3
	• Be able to classify and interpret data within multiple categories.	MATH.P 5.5	1.MD.4
	• Demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	MATH.P 7.1	

Humanities Classification	COMPETENCY	CODE
SECD		
Character Development:	A successful student can:	
Core Principles	• Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.	SECD.P 1.1
	• Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	SECD.P 1.2
	• Recognize characteristics of caring relationships, hurtful relationships, and can identify trusting adults.	SECD.P 1.3
	• Understand active listening.	SECD.P 1.4
	• Understand and demonstrate the difference between "tattling," "telling" and "reporting."	SECD.P 1.5
Responsible Decision-Making and Problem-Solving	• Identify and illustrate safe and unsafe situations.	SECD.P 2.1
	• Identify scheduled activities and allocate appropriate time to spend on each.	SECD.P 2.2
	• Develop self-control skills (for example: stop, take a deep breath and relax).	SECD.P 2.3
	• Identify and demonstrate problem-solving processes.	SECD.P 2.4
Personal Development:	A successful student can:	
Self-Awareness	• Identify and describe a variety of emotions.	SECD.P 3.1
	• Identify situations within their control and outside their control that might evoke emotional responses.	SECD.P 3.2
	• Identify personal strengths and weaknesses.	SECD.P 3.3
	• Identify people, places and other resources to go to for help (parents, relatives, school personnel).	SECD.P 3.4
	• Ask clarifying questions.	SECD.P 3.5
Self-Management	• Identify and demonstrate techniques to manage common stress and emotions.	SECD.P 4.1
	• Identify healthy personal hygiene habits.	SECD.P 4.2
	• Describe and practice sending effective verbal and nonverbal messages.	SECD.P 4.3
	• Describe personal responsibilities in school, home and communities.	SECD.P 4.4
	• Identify the process of setting and achieving personal, school and home goals (for example: hopes and dreams).	SECD.P 4.5

Humanities Classification	COMPETENCY	CODE
SECD		
Social Development:	A successful student can:	
Social Awareness	• Label other's feelings based on verbal and nonverbal cues in different situations.	SECD.P 5.1
	• Demonstrate an ability to listen to others.	SECD.P 5.2
	• Demonstrate a capacity to care about the feelings of others.	SECD.P 5.3
	• Describe ways that people are similar and different.	SECD.P 5.4
Interpersonal Skills	• Describe how words, voice tone and body language communicate and can impact relationships positively and negatively.	SECD.P 6.1
	• Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others.	SECD.P 6.2
	• Recognize the difference between helpful and harmful behaviors in relationships and understands how to report harmful behaviors for protection in unsafe situations.	SECD.P 6.3
	• Identify and practice appropriate behaviors to maintain positive relationships.	SECD.P 6.4
	• Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults.	SECD.P 6.5
	• Identify and practice healthy conflict resolution including self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively.	SECD.P 6.6

Science, Technology, Engineering, Arts and Mathematics (STEAM)

Academic subject areas that facilitate inquiry, creation and analysis, which includes, but is not limited to, science, technology, engineering, the arts and mathematics. Arts integration enhances expression, dialogue and critical thinking.

STEAM Classification	COMPETENCY	CODE	STANDARDS
Mathematics	A successful student can:		
	• Demonstrate an understanding of numbers with proficiency to rote count, order, compare, subitize, match objects to and write numbers using the standards for mathematical practice.	MATH.P 1.1	
	• Rote count, identify and write numerals (within a given range).	MATH.P 1.2	
	• Demonstrate the relationship between numbers and quantities starting with concrete representations and moving to the abstract (within a given range).	MATH.P 1.3	
	• Compare numbers (within a given range).	MATH.P 1.4	
	• Begin to demonstrate an understanding of whole number relationships and place value, including grouping 10s and ones.	MATH.P 1.5	
	• Demonstrate the ability to compute accurately, make reasonable estimates, understand meanings of operations and use algebraic notation to represent and analyze patterns and relationships.		
	◦ Use algebraic notation to represent and analyze patterns and relationships.	MATH.P 2.1	
	◦ Demonstrate an understanding of addition and subtraction with the use of objects, images or sounds.	MATH.P 2.2	PreK.OA.1, 2, 3, K.OA.1, 2, 3, 4, 1.OA.1, 2 2.OA.1
	◦ Be able to apply the properties of operation and the relationship be-tween addition and subtraction.	MATH.P 2.3	1.OA.3, 4, 5
	◦ Identify equal groups of objects to gain foundations for multiplication.	MATH.P 2.4	2.OA.3, 4
	◦ Be able to solve equations using addition and subtraction.	MATH.P 2.5	1.OA.7, 8

STEAM Classification	COMPETENCY	CODE	STANDARDS
Mathematics	A successful student can:		
	• Demonstrate the ability to quickly and accurately verbalize and compute fact fluency (within a range of numbers).	MATH.P 3.1	K.OA.5, 1.OA.6, 2.OA.2, 2.NBT.5
	• Demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value using the standards for mathematical practice.	MATH.P 4.1	
	• Demonstrate an understanding of composing and decomposing numbers (within a given range) using manipulatives, drawings and equations.	MATH.P 4.2	K.NBT.1
	• Rote count, identify, compare and write numbers (within a given range).	MATH.P 4.3	1.NBT.3, 2.NBT.2, 3, 4
	• Demonstrate an understanding of place value and show flexibility in composing and decomposing numbers (within a given range).	MATH.P 4.4	2.NBT.1 (a-c)
	• Show an understanding of place value and properties of operations to add and subtract in various ways (concrete models, equations, mental math).	MATH.P 4.5	1.NBT.4(a-c), 5, 6, 2.NBT.5, 6, 7, 8, 9
	• Demonstrate the ability to understand the systems and processes of measurement and use appropriate techniques, tools, units and formulas in making measurements.	MATH.P 5.1	
	• Describe and compare objects using measurable attributes.	MATH.P 5.2	PreK MD.1, 2, K MD.1, 2
	• Measure and estimate lengths in standard units.	MATH.P 5.3	1 MD.1, 2, 2 MD.1, 2, 3, 4

STEAM Classification	COMPETENCY	CODE	STANDARDS
Mathematics	A successful student can:		
	• Demonstrate the ability to represent and analyze data.	MATH.P 5.4	PreK.MD.3, 4, K.MD.3, 1MD.3
	• Be able to classify and interpret data within multiple categories.	MATH.P 5.5	1.MD.4
	• Be able to use addition and subtraction to solve problems using length while also interpreting and creating data points in multiple units.	MATH.P 5.6	2 MD.5, 6, 8, 9, 10, 11
	• Demonstrate the ability to investigate the characteristics and properties of two and/or three-dimensional geometric shapes and apply transformations and symmetry in geometric situations.	MATH.P 6.1	
	• Identify and describe shapes.	MATH.P 6.2	PreK.G.1, 2, 3, K.G.1, 2, 3
	• Be able to analyze, compare and compose two- or three- dimensional shapes by building, drawing or modeling.	MATH.P 6.3	PreK.G.4, 5, K.G.4, 5, 6
	• Be able to distinguish attributes of shapes and partition shapes into equal parts.	MATH.P 6.4	1.G.1, 2, 3, 2.G.1, 2, 3
	• Demonstrate the ability to use the eight mathematical practices fluidly across skills and concepts: 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.	MATH.P. 7.1	

STEAM Classification	COMPETENCY	CODE	STANDARDS
Science	A successful student can:		
Physical Science:			
Engineering	• **Priority:** Demonstrate proficiency with engineering and design skills such as asking questions, making observations, sketching or drawing and analyzing data across all sciences.	SCI.PS.P 1.1	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3, ELP standards: EL.SL.K.3,EL.SL.1.3 EL.SL.2.3
Forces and Interactions	• **Priority:** Explore how pushes, pulls, gravity, magnetism and mechanical forces have different strengths, can change the speed or direction of an object's motion, and can start or stop it.	SCI.PS.P 1.2	S.p3.1, S.p4.1, (S.p4.2) (PS2-2) (K-PS2-1) ELP standards: EL.SL.K.3, EL.SL.1.3.
Waves	• **Extended:** Explore the properties of light and sound.	SCI.PS.P 1.3	ELP standards: EL.R.1.1, EL.R.2.1
Structures and Properties of Matter	• **Extended:** Explore different kinds of matter and discover many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its: ◦ Observable properties. ◦ Different properties are suited to different purposes. ◦ Great variety of objects can be built up from a small set of pieces.	SCI.PS.P 1.4	2-PS1-1, 2-PS1-3, 2-PS1-4, ELP standards: EL.R.K.12, EL.R.1.12, EL.R.2.12

STEAM Classification	COMPETENCY	CODE	STANDARDS
Science	A successful student can:		
Life Science:	• **Priority:** Explore what organisms (plants and animals) need in order to live and grow.	SCI.LS.P 2.1	S.p3.1, S.p4.1, S.p4.2, PS2-2, K-PS2-1, ELP standards: EL.SL.K.3, EL.SL.1.3.
Interdependent Relationships in Ecosystems	• **Priority:** Explore what organisms (plants and animals) need in order to live and grow.	SCI.LS.P 2.2	S.p3.3, S.p4.4, S.p2.8, S.p4.9, S.p4.5, K-LS1-1, 2-LS2-1, S.p4.9, K-ESS3-1, 1-LS1-1, 1-LS1-2, K-ESS2-2, 2-LS2-2, S.p4.10, K-ESS3-3, S.p4.12, S.p3.1, S.p4.8 ELP standards: EL.R.K.1, EL.R.1.1, EL.R.2.1
Engineering and Design	• **Priority:** Demonstrate proficiency with engineering and design skills, such as asking questions, making observations, sketching or drawing and analyzing data across all sciences.	SCI.LS.P 2.3	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3, ELP standards: EL.SL.K.3,EL.SL.1.3 EL.SL.2.3

STEAM Classification	COMPETENCY	CODE	STANDARDS
Science	A successful student can:		
Earth and Space Science:	• **Extended:** Observe, describe, and predict patterns of the motion of the sun, moon and stars.	SCI.ESS P 3.1	1-PS4-1, 1-PS4-4, 1-PS4-3, 1-PS4-4, 1-ESS1-1 , 1-ESS1-2, S.p3.2, S.p4.3 ELP standards: EL.R.1.1, EL.R.2.1
Weather and Climate	• **Priority:** Ask questions, make observations and gather information about weather and weather patterns.	SCI.ESS.P 3.2	
Earth's Systems	• **Extended:** Compare and test designs to show wind and water can change the shape of the land.	SCI.ESS.P 3.3	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, ELP standards: EL.R.1.1, EL.R.2.1

STEAM Classification	COMPETENCY	CODE
SECD		
Character Development:	A successful student can:	
Core Principles	• Understand and demonstrate appropriate and inappropriate behaviors and the impact it has on others in all communities.	SECD.P 1.1
	• Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.	SECD.P 1.2
	• Recognize characteristics of caring relationships, hurtful relationships, and can identify trusting adults.	SECD.P 1.3
	• Understand active listening.	SECD.P 1.4
	• Understand and demonstrate the difference between "tattling," "telling" and "reporting."	SECD.P 1.5
Responsible Decision-Making and Problem-Solving	• Identify and illustrate safe and unsafe situations.	SECD.P 2.1
	• Identify scheduled activities and allocate appropriate time to spend on each.	SECD.P 2.2
	• Develop self-control skills (for example: stop, take a deep breath and relax).	SECD.P 2.3
	• Identify and demonstrate problem-solving processes.	SECD.P 2.4
Personal Development:	A successful student can:	
Self-Awareness	• Identify and describe a variety of emotions.	SECD.P 3.1
	• Identify situations within their control and outside their control that might evoke emotional responses.	SECD.P 3.2
	• Identify personal strengths and weaknesses.	SECD.P 3.3
	• Identify people, places and other resources to go to for help (parents, relatives, school personnel).	SECD.P 3.4
	• Ask clarifying questions.	SECD.P 3.5
Self-Management	• Identify and demonstrate techniques to manage common stress and emotions.	SECD.P 4.1
	• Identify healthy personal hygiene habits.	SECD.P 4.2
	• Describe and practice sending effective verbal and nonverbal messages.	SECD.P 4.3
	• Describe personal responsibilities in school, home and communities.	SECD.P 4.4
	• Identify the process of setting and achieving personal, school and home goals (for example: hopes and dreams).	SECD.P 4.5

STEAM Classification	COMPETENCY	CODE
SECD		
Social Development:	A successful student can:	
Social Awareness	• Label other's feelings based on verbal and nonverbal cues in different situations.	SECD.P 5.1
	• Demonstrate an ability to listen to others.	SECD.P 5.2
	• Demonstrate a capacity to care about the feelings of others.	SECD.P 5.3
	• Describe ways that people are similar and different.	SECD.P 5.4
Interpersonal Skills	• Describe how words, voice tone and body language communicate and can impact relationships positively and negatively.	SECD.P 6.1
	• Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others.	SECD.P 6.2
	• Recognize the difference between helpful and harmful behaviors in relationships and understands how to report harmful behaviors for protection in unsafe situations.	SECD.P 6.3
	• Identify and practice appropriate behaviors to maintain positive relationships.	SECD.P 6.4
	• Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults.	SECD.P 6.5
	• Identify and practice healthy conflict resolution including self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively.	SECD.P 6.6

Specials

Specials Classification	COMPETENCY	CODE
Agriculture (Agriculture, Foods and Natural Resources - AFNR)	A successful student can:	
	• Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food and Natural Resources (AFNR) Career Cluster.	AFNR.P 1.1
	• Evaluate the nature and scope of the AFNR Career Cluster and the role of AFNR in society and the economy.	AFNR.P 1.2
	• Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.	AFNR.P 1.3
	• Demonstrate stewardship of natural resources in AFNR activities.	AFNR.P 1.4
	• Describe career opportunities and means to achieve those opportunities in each of the AFNR Career Pathways.	AFNR.P 1.5
	• Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.	AFNR.P 1.6
Architecture and Construction	A successful student can:	
	• Use vocabulary, symbols and formulas common to architecture and construction.	AC.P 1.1
	• Use architecture and construction skills to create and manage a project.	AC.P 1.2
	• Comply with regulations and applicable codes to establish and manage a legal and safe workplace.	AC.P 1.3
	• Evaluate the nature and scope of the Architecture and Construction Career Cluster and the role of architecture and construction in society and the economy.	AC.P 1.4
	• Describe the roles, responsibilities and relationships found in the architecture and construction trades and professions, including labor/management relationships.	AC.P 1.5
	• Read, interpret and use technical drawings, documents and specifications to plan a project.	AC.P 1.6
	• Describe career opportunities and means to achieve those opportunities in each of the Architecture and Construction Career Pathways.	AC.P 1.7

Specials Classification	COMPETENCY	CODE
Business Career Field	A successful student can:	
Business Management, Administration and Entrepreneurship	• Recognize the difference between needs and wants.	BC.BMAE.P 1.1
	• Identify a type of business and what they do.	BC.BMAE.P 1.2
Finance	• Recognize the importance of saving vs. spending money.	BC.F.P 1.1
Marketing	• Recognize a product by logo or image.	BC.M.P 1.1
	• Name a current product being used and why.	BC.M.P 1.2
Dance	A successful student can:	
	• Communicate learning through creative movement by applying dance skills and language to Explore, Plan and Revise learning through dance by: ◦ Exploring, planning, and revising ideas. ◦ Refining and completing ideas	DNC.P 1.1
	• Demonstrate the ability to apply skills and understanding of how dance communicates through Expression, Embodiment and Presentation of their artistic ideas and work for presentation by: ◦ Analyzing, interpreting and selecting dance works for presentation. ◦ Realizing, developing and refining dance works for presentation.	DNC.P 1.2
	• Respond to dance by Analyzing, Interpreting and Critiquing how artworks convey meaning by: ◦ Perceiving and analyzing dance. ◦ Interpreting intent and meaning of dance. ◦ Applying criteria to artistic work.	DNC.P 1.3
	• Connect personal meaning and external context to dance by Synthesizing and Relating to works of dance through and during the learning process by: ◦ Synthesizing and relating knowledge and personal experience to dance. ◦ Applying societal, cultural and historical contexts to dance ideas and artistic work.	DNC.P 1.4

Specials Classification	COMPETENCY	CODE
Engineering	A successful student can:	
	• Use STEM concepts and processes to solve problems involving design and/or production.	ENG.P 1.1
	• Display and communicate STEM information.	ENG.P 1.2
	• Apply processes and concepts for the use of technological tools in STEM.	ENG.P 1.3
	• Apply the elements of the design process.	ENG.P 1.4
	• Apply the knowledge learned in STEM to solve problems.	ENG.P 1.5
	• Apply the knowledge learned in the study of STEM to provide solutions to human and societal problems in an ethical and legal manner.	ENG.P 1.6
Family and Consumer Sciences (FCS)	A successful student can:	
Wellness	• Demonstrate the ability to work collaboratively and practice social communication.	FCS.P 1.1
	• Explain the interrelationship between what you eat and what your body needs.	FCS.P 1.2
	• Practice developmentally appropriate physical activity, emotional control and rational decision-making.	FCS.P 1.3
Sustainability	• Identify sourcing of goods and services found in real-world interactions aligned to age and developmental level of the student.	FCS.P 1.4
Global Connectiveness	• Recognize there are children just like him or her all over the world with a shared need for clothing, food, water and housing.	FCS.P 1.5
	• Explain: ◦ Who I am ◦ How I interact with others impacts their lives.	FCS.P 1.6
Technology	• Understand what technology is.	FCS.P 1.7
	• Identify forms of technology commonly found at home and at school.	FCS.P 1.8

Specials Classification	COMPETENCY	CODE
Health	A successful student can:	
	• Comprehend concepts related to health promotion and disease prevention to enhance health.	H.P 1.1
	• Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	H.P 1.2
	• Demonstrate the ability to access valid information, products, and services to enhance health.	H.P 1.3
	• Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	H.P 1.4
	• Demonstrate the ability to use decision-making skills to enhance health.	H.P 1.5
	• Demonstrate the ability to use goal-setting skills to enhance health.	H.P 1.6
	• Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	H.P 1.7
	• Demonstrate the ability to advocate for personal, family, and community health.	H.P 1.8
Information Technology	A successful student can:	
Graphic Design and Digital Communications	• Build images from basic shapes (i.e. rectangles, squares, circles, triangles and polygons).	IT.P 1.1
Computer Science	• With guidance, demonstrate how to operate a computing device.	IT.P 1.2
	• Represent collected data in a visual way through a computing device.	IT.P 1.3
	• Navigate websites using software functions.	IT.P 1.4
	• Accurate terminology to identify	IT.P 1.5

Specials Classification	COMPETENCY	CODE
Media Arts	A successful student can:	
	• Create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work by generating, conceptualizing and organizing media arts ideas.	MA.P 1.1
	• Create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work by refining and completing media ideas.	MA.P 1.2
	• Create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work by reflecting upon the process, refining and continuing artistic ideas.	MA.P 1.3
	• Demonstrate the ability to apply the skills and understanding of how the media arts communicate through their integration, practice and presentation of their artistic ideas and work by analyzing, interpreting and selecting artistic works for presentation.	MA.P 2.1
	• Demonstrate the ability to apply the skills and understanding of how the media arts communicate through their integration, practice and presentation of their artistic ideas and work by realizing, developing and refining artistic works for presentation.	MA.P 2.2
	• Respond to the media arts by perceiving, interpreting and evaluating how media artworks convey meaning by perceiving and analyzing the media.	MA.P 3.1
	• Respond to the media arts by perceiving, interpreting and evaluating how media artworks convey meaning by interpreting intent and meaning of media artworks.	MA.P 3.2
	• Respond to the media arts by perceiving, interpreting and evaluating how media artworks convey meaning by applying criteria to evaluating media artworks.	MA.P 3.3
	• Connect personal meaning and external context to the media arts by synthesizing and relating through and during the art-making process by synthesizing and relating knowledge and personal experience to artistic ideas and artistic work.	MA.P 4.1
	• Connect personal meaning and external context to the media arts by synthesizing and relating through and during the art-making process by applying societal, cultural and historical contexts to artistic ideas and artistic work.	MA.P 4.2

Specials Classification	COMPETENCY	CODE
Music	A successful student can:	
	• Create and communicate by applying the skills and language of music to Imagine, Plan, and Make musical ideas and work by generating, developing and organizing musical ideas.	MUS.P 1.1
	• Create by applying the skills and language of music to evaluate, refine, and present musical ideas and work by reflecting upon and refining musical ideas and work.	MUS.P 1.2
	• Create by applying the skills and language of music to evaluate, refine, and present musical ideas and work by reflecting upon and refining musical ideas and work.	MUS.P 2.1
	• Create by applying the skills and language of music to evaluate, refine, and present musical ideas and work by presenting original music ideas and work.	MUS.P 2.2
	• Demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation by selecting musical works based on interest, knowledge, technical skill and context.	MUS.P 3.1
	• Demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation by analyzing the structure and context of musical works.	MUS.P 3.2
	• Demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation by developing personal interpretations of musical works.	MUS.P 3.3
	• Demonstrate the ability to apply skills and effectively communicate through the process of rehearsing, evaluating, and refining and performing musical works by evaluating and refining personal and ensemble performances.	MUS.P 4.1
	• Demonstrate the ability to apply skills and effectively communicate through the process of rehearsing, evaluating, and refining and performing musical works by performing expressively and accurately with appropriate interpretation.	MUS.P 4.2
	• Respond to music by selecting, analyzing, interpreting, and evaluating how music conveys meaning by selecting musical works for a variety of purposes.	MUS.P 5.1
	• Respond to music by selecting, analyzing, interpreting, and evaluating how music conveys meaning by perceiving and analyzing musical works.	MUS.P 5.2
	• Respond to music by selecting, analyzing, interpreting, and evaluating how music conveys meaning by interpreting intent and meaning of musical works.	MUS.P 5.3
	• Respond to music by selecting, analyzing, interpreting, and evaluating how music conveys meaning by applying criteria to evaluating musical works.	MUS.P 5.4
	• Connect personal meaning and external context to music through and during the music learning process by synthesizing and relating knowledge and personal experience to musical ideas and work.	MUS.P 6.1
	• Connect personal meaning and external context to music through and during the music learning process by applying societal, cultural and historical contexts to musical ideas and work.	MUS.P 6.2

Specials Classification	COMPETENCY	CODE	STANDARDS
Physical Education (PE)	A successful student can:		
Locomotor	• Demonstrate a skip and a leap while maintaining balance.	PE.P 1.1	S1.E1
	• Perform a combination of rhythmic movements to music with a specific tempo (slow-slow, fast-fast-fast) using both sides of the body and crossing the midline.	PE.P 1.2	S1.E5, S1.E11
Manipulatives	• Throw an object overhand and underhand, demonstrating side orientation and opposition.	PE.P 2.1	S1.E13, S1.E14
	• Catch an object demonstrating proper hand positioning for above and below the waist catches.	PE.P 2.2	S1.E16
	• Jump forward and backward with a self-turned rope and/or jump a long rope multiple times while staying in one spot.	PE.P 2.3	S1.E27
	• Strike an object with a short- or long-handled implement showing proper grip and volley a lightweight object using hands to a partner.	PE.P 2.4	S1.E24, S1.E25 S1.E22
	• Kick a stationary object toward a target and dribble with feet in general space while controlling the ball.	PE.P 2.5	S1.E21, S1.E18
	• Dribble with preferred hand under control in general space.	PE.P 2.6	S1.E17
Applies Knowledge	• Demonstrate body control within personal and general space.	PE.P 3.1	S2.E1
	• Combine shape, levels and pathways into simple travel, dance and gymnastics sequences.	PE.P 3.2	S2.E2
Knowledge and Skills	• Recognize the "good health balance" of nutrition and physical activity, as well as identify physical activities that contribute to fitness.	PE.P 4.1	S3.E1, S3.E2, S3.E3
	• Recognize the good health balance of nutrition and physical activity.	PE.P 4.2	S3.E6
Responsibility and Value of Physical Activity	• Work independently with others in a partner environment, accept responsibility for protocols with behavior and performance actions and work safely in physical education and with equipment.	PE.P 5.1	S4.E4.K, S4.E1.1, S4E4.1, S4.E4.1, S4.E4.2, S4.E2.2, S4.E6.2a, 2b
	• Compare physical activities that bring confidence and challenge.	PE.P 5.2	S5.E3.Ka, S5.E3.1b, S5.E2.2

Specials Classification	COMPETENCY	CODE
Visual Arts	A successful student can:	
	• Create and communicate by applying the skills and language of a specific visual arts form to investigate, plan and make artistic ideas and work by generating, conceptualizing and organizing artistic ideas.	VA.P 1.1
	• Create and communicate by applying the skills and language of a specific visual arts form to investigate, plan and make artistic ideas and work by refining and completing artistic ideas.	VA.P 1.2
	• Create by applying the skills and language of a specific visual arts form to reflect, refine and continue with artistic ideas and work by reflecting upon the process, refining and continuing artistic ideas.	VA.P 3.1
	• Demonstrate the ability to apply the skills and understanding of how the visual arts communicate through their selection, analyzation, and sharing of their artistic ideas and work for presentation by analyzing, interpreting and selecting artistic works for presentation.	VA.P 3.2
	• Demonstrate the ability to apply the skills and understanding of how the visual arts communicate through their selection, analyzation, and sharing of their artistic ideas and work for presentation by realizing, developing and refining artistic works for presentation.	VA.P 3.3

Special Education

In general, it is expected that children with exceptionalities will achieve these competencies with the support of special education services, related services and supplementary aids and services specified in an Individualized Education Program (IEP) or 504 Plan. In addition, IEP teams have authority to modify curriculum and to set educational goals to enable children with exceptionalities to make appropriate educational progress in light of each child's unique circumstances. The modified curriculum and educational goals set by an IEP team for an individual child with an exceptionality might be different than the outcomes expected of other students. When, and to the extent, educational goals specified in an IEP are different than the competencies described in this document, the successful student can achieve the educational goals specified in their IEP.

The Special Education Guidance Document is located on the Special Education section of the KSDE website:

- Special Education Guidance Document[1]
- KSDE Special Education webpage, COVID-19 Updates[2]

Students in Special Education and the Competencies

Navigating Change: Kansas' Guide to Learning and School Safety Operations (2020) is designed to lead the way we meet students' needs by allowing students to demonstrate mastery of their learning in a variety of ways. Therefore, all students in Special Education will access core grade-band competencies.

Students in Special Education need to be able to access instruction that will prepare them to meet grade-level competencies. Access to core content (Tier 1) is a priority so learning gaps do not widen. To address skill deficits needed to access core content (Tier 1), some students will also require additional support through specially-designed instruction and/or a tiered system of support.

Kansas Multi-Tiered System of Supports and Alignment (2015) is an evidenced-based framework used in Kansas schools for organizing and providing a tiered instructional continuum to support learning for all students, including students with exceptionalities. Kansas MTSS and Alignment supports access to core instruction for all students with differentiated instruction as needed to enable every learner to achieve high standards. Tiered interventions, in addition to core instruction, are recommended when it is necessary to address skill deficits or to support a child in reaching higher levels of accomplishment. We contend all students are general education students, including students with the most significant cognitive exceptionalities

Furthermore, students should not be hindered in learning grade-band content. For example, a student who has learning gaps either due to their exceptionality and/or lack of exposure will not be limited solely to the attainment of prerequisite skills. Therefore, high-quality instruction, accommodations, and modifications should provide the differentiation needed for students to access this grade-level content. High-quality instruction involves a scaffold or strategy to access or attach new learning. High-quality instruction does not repeatedly focus on the same skill, lesson content or information introduced in the general education classroom. Additionally, students who are gifted should not be held to only learning grade-band content. Students who are gifted should be supported through high-quality instruction, accommodations and modifications to provide the differentiation needed for students to achieve higher levels of accomplishment. The IEP Team of a child who is gifted may specify in the child's IEP that they are permitted to test out of, or work at an individual rate, and receive credit for required or prerequisite courses, or both, at all grade levels (K.A.R. § 91-40-3 (g)). A child who is gifted may also receive credit for college study at the college or high school

1 https://www.ksde.org/Portals/0/ECSETS/Announcements/COVID-SpEd-FAQ.pdf

2 https://www.ksde.org/Agency/Division-of-Learning-Services/Special-Education-and-Title-Services/Special-Education

level, or both (K.A.R. § 91-40-3(H)).

Moreover, standards guide the goals for Individualized Education Programs (IEPs). IEP goals require specially designed instruction to address the learning gap and advance the student's current level of functioning or for students who are gifted, to address the unique needs of the child that result from the child's giftedness, including supporting the child in achieving higher levels of accomplishment. Therefore, Special Education goals should not replace the grade-level curriculum taught in the general education classroom.

Some students will require accommodations in order to demonstrate mastery of the competencies. Accommodations are changes in procedures or materials that ensure equitable access to instructional and assessment content. Accommodations may be embedded (digitally-provided) or nonembedded (locally provided). These are generally available for students for whom there is a documented need on an IEP, Section 504 plan or Individual Learning Plan (ILP) Accommodations should be individualized for each student; more does not equate to better. Some examples are listed Table 1.

Table 1: Common Accommodations and Categories

Common Accommodations	CATEGORIES
Provide Access to Grade-Level Content	• Human reader • Text to speech/digital text (eg. Kansas Infinitext) • Speech to text • Provide smaller numbers in math with grade level skills • Build background knowledge • Provide manipulatives (number line, two color chips, base ten blocks, etc. • Use of facts charts, formulas or word banks to facilitate processing • Reducing auditory and visual background (increase white space, highlight key concepts) • Provide note taking assistance or notes (provide outline, cloze notes, etc. • Orally assess understanding
Adjust Level of Material	• Reduce complexity to student's ability level (text, vocabulary, sentence structure, questions, simplify directions, etc.
Provide Tools for Organization of Information	• Organize information presented, such as provide a detailed model to follow during multiple-step procedures (e.g., task schedule, process, prewriting, graphic organizer, etc. • Provide digital and non-digital tools to facilitate student organization • Use graph paper, paper with vertical lines or raised-line paper for alignment of problems
Provide More Opportunities for Practice/Exposure	• Multiple exposures until mastery • Front load prerequisite information • Code text to enhance background knowledge • Provide questions or cues to student in advance • Reinforce directions (students repeat, number list for multiple steps, etc. • Additional time for verbal response, assignments, and assessments • Allow for processing with peers before production • Consistent, distributed practice with vocabulary (academic vocab, Tier 2 vocabulary words) • Small group instruction • Text sets (multiple pieces of text on same topic to deepen understanding)

Common Accommodations	CATEGORIES
Focus information to key Information/Skills	• Chunk assignments/assessments • Highlight or emphasize critical information • Eliminate repetitive practice when mastery is shown • Reduce volume of writing and copying in favor of quality • Reduce number of choices on multiple choice assessments • Spelling is not penalized
Vary and Pair Modalities when Presenting Information	• Pair visual, auditory, and tactile cues • Orally assess understanding • Offer student voice and choice (Visual, Auditory, Kinesthetic/Tactile)

Detailed information about the use of accommodations for instruction and assessment of all students can be found in the How to Select, Administer and Evaluate Use of Accommodations for Instruction and Assessment of all Students (2020) guidance document located at https://www.ksdetasn.org/resources/2283

One way to ensure students have access to core (Tier 1) content is to intentionally create a plan for differentiating the content to meet the student's needs. The National Center on Intensive Intervention has created a planning template built on the seven dimensions of intervention intensity (https://intensiveintervention.org/sites/default/files/Student_Intervention_Plan_508.pdf).

This template assists with planning and documenting the dimensions of intervention for small groups and individual students. The Taxonomy of Intervention Intensity (2017) developed by the National Center on Intensive Intervention identified seven dimensions that support educators in evaluating and building intervention intensity: strength, dosage, alignment, attention to transfer, comprehensiveness, behavioral support, and individualization (https://intensiveintervention.org/taxonomy-intervention-intensity).

It is important to recognize students who receive Special Education Services and Supports have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content areas (Tier 1) with individualized accommodations, modifications, and supports make it possible for them to do so.

Students Who Have the Most Significant Cognitive Exceptionalities

All students are taught academic content for their enrolled grade level. Students who have the most significant cognitive exceptionalities mostly take the alternate assessments and may need content aligned to alternate academic achievement standards. These standards are aligned with the general education content standards with reduced depth, breadth and complexity. Competencies for this population are the same as for students following the general education curriculum. However, the learning targets and measurement tables for this population align to the alternate academic achievement standards.

Students who have the most significant cognitive exceptionalities, who are eligible for an alternate assessment, work from the alternate academic achievement standards. The DLM Essential Elements (2020) allow students access to instruction aligned to grade level academic content. Goals and instruction listed in the IEP for these students are linked to the enrolled grade level DLM Essential Elements (2020). Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. Students who demonstrate mastery of level 3 or 4 competencies may not be appropriately challenged when working from the Essential Elements. Providing a continuum between the level 4 skill on the Essential Elements Competency Rubric and the level 1 skill on the Competency Rubric (2019) for each grade band will assist those students in the transition to the Kansas competencies/state standards.

Students who have a most significant cognitive exceptionality must have access to grade-level academic standards. This can be accomplished through the Kansas MTSS Alignment for all students. In this delivery system, supplemental special education supports simplify, magnify, and modify what is taught in the general education classroom. For students receiving Tier 1 support with their general education peers, the instruction should be focused on priority learning targets. Navigating Change: Kansas Guide to Learning and School Safety Operations (2020) has identified the primary or essential learning targets in the Competency Rubrics. The Essential Elements Competency Rubrics (2017) provide learning targets aligned to the Essential Elements. While the learning targets differ in depth, breadth, and complexity, the overarching competencies remain the same. Using the identified primary learning targets, students who have a most significant cognitive exceptionality can be educated in an inclusive environment during core (Tier 1) instruction. Tier 2 and Tier 3 instruction should focus on providing the additional instruction essential for closing the gap for students. Instruction could be delivered in homogenous small groups or in some cases, individualized instruction, as intensity of need increases.

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Library Media

School Librarian

"School librarians fulfill five important roles: instructional partner, teacher, leader, information specialist, and program administrator, all of which highlight the profession's skill at building relationships and creating an inclusive school culture" (AASL, 2020, para. 1). School librarians are prepared as teaching partners who serve as instructional librarians in all subject areas. They dovetail with classroom teachers to strengthen and support literacy in all of its many facets. In online and face-to-face learning environments and across grade levels, school librarians teach students to demonstrate measurable academic, cognitive, and technology skills associated with learning about the value of information in various contexts and formats, research as inquiry, scholarly conversation, and searching as strategic exploration going beyond simple Google searches. School librarians are prepared to recommend and make accessible high quality digital and print teaching materials. As teaching partners, school librarians ensure that students have learning experiences, building each year on prior learning, that will prepare them now and in their future civic involvement, jobs, college, and careers to be effective and efficient users of information. School librarians as Kansas licensed teachers are active participants in continuous improvement processes in their school districts.

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Standards available upon request.

Library Media Classification	COMPETENCY	CODE
Information Value	A successful student can:	
	• Distinguish between the roles of author and illustrator.	G2.1.1 G2.1.3
	• Identify the elements of a story: characters, problem, setting, main idea and put the story in order with a beginning, a middle and an end.	G2.1.5
Information as Exploration	A successful student can:	
	• Access and use the library media center resources with assistance.	G2.1.10 G2.2.1
	• Explain the difference between fiction and nonfiction material.	G2.2.2 G2.2.4
	• Seek and evaluate information resources related to personal interest.	G2.2.6 G 2.2.7
Information Research and Inquiry	A successful student can:	
	• Use the library resources to seek answers to their questions via reading, listening, viewing and drawing conclusions from prior knowledge.	G2.3.1 G2.3.3
	• Follow the steps of a basic problem solving model with peers.	G2.3.4
Information Authority	A successful student can use library materials to locate and identify accurate information related to a particular problem or question.	G2.4.1 G2.4.2
Information Format	A successful student can:	
	• Use a variety of sources to gain information and share their new knowledge in a variety of ways.	G2.5.1 G2.5.4
	• Apply Internet Safety rules.	G2.5.8
Information as Conversation	A successful student can:	
	• Give credit to a source using a simple bibliography.	G2.6.5
	• Combine new knowledge with prior knowledge and share in their own words.	G2.6.1 G2.6.2

LIBRARY MEDIA COMPETENCIES

Grade Band Pre-K-2

Assessment

This section of the guidance document seeks to support educators as they consider ways to develop, refine and/or implement a comprehensive, balanced and cohesive approach to meaningfully assess student learning in a competency-based model. When thinking about mastery, a multiple-measures approach can be useful and may include a variety of assessments, ranging from the use of rubrics that focus on the depth of a student's understanding to nationally normed assessments by age and/or ability to state accountability assessment systems. What follows as guidance to consider may be best conceptualized by thinking of it from the perspective of assessing student learning.

Performance-Based Assessment

- **Continuity and Comprehensive Approach:** The grade-band teams from Phase I of this project developed both the competencies and a set of performance-based "I can ..." rubrics.
  - SECD, specials, electives and CTE are also included for your consideration and inclusion in assessing broader STEAM and Humanities competencies.
- **Interpretation of Performance Levels:** These rubrics contain four performance levels that include "I can ..." statements that intend to reflect the various stages of what students know and are able to do through progressive depths of each competency. Ideally, students move to and through each of the levels from left to right, but this may take place at different times for each student. Webb's Depth of Knowledge (DOK) is included as a familiar reference to help support the development of instruction in a leveled manner.
  - **Level 1** may be thought of as introducing or beginning/DOK: Recall and Reproduce
  - **Level 2** may be thought of as developing or emerging/DOK: Application and Reasoning
  - **Level 3** may be thought of as demonstrating or creating/DOK: Strategic Thinking
  - **Level 4** may be thought of as extending or enriching/DOK: Extended Thinking

    NOTE: Levels 1-4 are not intended to predict Kansas State Assessment scores.

Levels Explanation

Webb's Depth of Knowledge: Use to Align "A successful student can ..." Statements to Appropriate Performance Level

Performance Level	I can ...
Level 1	Recall and Reproduction • Recall a fact, term, definition, principle or concept; perform a simple procedure. • Items typically specify what the student is to do, which is often to carry out some procedure that can be performed mechanically. • Recall of a fact, information, definition, term or performance of a process or procedure.
Level 2	Basic Application of Skills and Concepts • Apply conceptual knowledge: ◦ Use provided information to select appropriate procedures for a task. ◦ Perform two or more steps with decision points along the way. ◦ Solve routine problems; organize or display data. ◦ Interpret or use simple graphs. • Items require students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step. • Includes the engagement of some mental processing beyond recalling or reproducing a response.
Level 3	Strategic Thinking • Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex or nonroutine problems; interpret information and provide justification when more than one approach is possible. • Items require students to justify the responses they give and may have more than one possible answer. • Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.
Level 4	Extended Thinking • Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources. • Items require students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DOK 4 is first a DOK 3 with added connections. • Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas - and have to select or devise one approach among many alternatives on how the situation can be solved.

This is the target

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology
LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

ELA

A successful student can demonstrate that they understand that written letters represent specific sounds in words.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can begin to apply age-appropriate word analysis skills in decoding words.	I can apply age-appropriate word analysis skills in decoding words.	I can demonstrate understanding of spoken words, syllables and sounds (phonemes).	I can consistently recognize and read grade-appropriate words.	CL.F.p4.3 CL.F.p4.3a
I can begin to name the sounds that written letters make, including short and long vowel sounds.	I can name the sounds that written letters make, including short and long vowel sounds.	I can distinguish long and short vowels when reading regularly spelled one-syllable words.	I can decode multisyllabic words.	
English Learner (EL)				
A successful EL level 1 student can produce some of the primary letter sounds and say some of the letter names when prompted.	A successful EL level 2 student can recognize some consonant and vowel sounds and segment cvc words and blend words with support.	A successful EL level 3 student can identify short and long vowel sounds in spoken syllable words with minimal support.	A successful EL level 4 student can segment single-syllable words into individual phonemes with minimal support.	ELP Standard- EL.RF.K.2 EL.RF.1.2 EL.RF.2.2

A successful student can demonstrate that they understand and can manipulate sounds and letters that make up words.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can show understanding of spoken words, syllables and sounds.	I can distinguish long from short vowel sounds in spoken single-syllable words.	I can distinguish long and short vowels when reading regularly spelled one-syllable words.	I can distinguish long and short vowels when reading regularly spelled one-syllable and two-syllable words.	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d
I can recognize and produce rhyming words.	I can decode regularly spelled one-syllable words.	I can demonstrate grade-level phonics and word analysis skills in decoding words.	I can demonstrate grade-level phonics and word analysis skills in decoding one and two-syllable words.	
I can count, pronounce, blend and segment syllables in spoken words.	I can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	I can consistently read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	I can consistently read common high-frequency words relative to my grade level.	
I can blend and segment initial sounds and ending sounds of words.	I can orally produce single-syllable words by blending phonemes, including consonant blends.	I can orally segment single-syllable words into their complete sequence of individual phonemes.	N/A	
EL				
A successful level 1 EL student can show understanding of spoken words and some syllables and sounds.	A successful level 2 EL student can identify and produce one-syllable rhyming words.	A successful level 3 EL student can count syllables and blend and segment words, and recognize some high frequency words.	A successful level 4 EL student can blend and segment single-syllable words from their phonemes.	ELP Standard-EL.RF.K.3, EL.RF.1.3, EL.RF.2.3

GRADE BAND
PRE-K-2

A successful student can demonstrate the ability to comprehend, analyze and evaluate increasingly complex texts.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can say some of the sounds that are present in a single word.	I can say all of the sounds that are present in a single word.	I can say all of the sounds that are present in a simple sentence.	I can say all of the sounds that are present in a complex sentence.	CL.IT.p4.1, CL.IT.p4.2, CL,IT.p4.3, RF.K.1, RF.K.2, RF.K.3, RF.K.4, RF.1.2, RF.1.3, RF.1.4, RF.2.3a, RF.2.4.
I can begin to blend sounds in CVC words.	I can blend sounds in CVC words.	I can consistently blend sounds in CVC words.	I can consistently blend sounds in complex words.	
I can begin to demonstrate vowels that have a short sound.	I can begin to demonstrate vowels that have a short or a long sound.	I can demonstrate that vowels can have a short sound or a long sound.	I can demonstrate all vowels have a short or long sound.	
I can begin to use manipulatives to represent sounds.	I can use manipulatives to represent sounds.	I can write letters that represent sounds.	I can put letters and sounds together to form words.	
I can begin to read a variety of on-level texts with peers in small groups or partners.	I can read a variety of on-level texts with peers in small groups or partners.	I can read a variety of on-level texts with peers in small groups or partners and provide feedback to my peers to help them improve their rate, expression, and accuracy.	I can read a variety of texts above grade level with peers in small groups or partners and provide feedback to my peers to help them improve their rate, expression, and accuracy.	
EL				
A successful EL level 1 student can distinguish between individual words in a sentence.	A successful EL level 2 student can blend sounds in some cvc words with support.	A successful EL level 3 student can distinguish between long and short vowel sounds within cvce with minimal support.	A successful EL level 4 student can read a variety of on-level texts with peers in small groups or partners and provide feedback with minimal support.	ELP Standard-EL.RF.K.4, EL.RF.1.4, EL.RF.2.4

ELA PERFORMANCE-BASED ASSESSMENT

A successful student can draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can capitalize the first word in a sentence and the pronoun I.	I can capitalize dates and names of people.	I can capitalize holidays, product names and geographic names.	I can capitalize appropriate words in titles, holidays, product names, and geographic names.	CL.W.p4.1, CL.W.p4.3, W.1.3, W.1.5, W.1.6, W.1.10, W.2.3, W.2.5, W.2.6, W.2.10
I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words and their uses.	I can identify real-life connections between words and their use.	I can identify real-life connections between words and their uses.	
I can use a combination of drawing, dictating or emergent writing to express thoughts and ideas.	I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	I can write short narratives in which I recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	I can write multiple paragraph narratives in which I recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	
I can demonstrate an emerging command of the conventions of standard English grammar and usage when writing and speaking.	I can demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	I can consistently demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	I can demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing and speaking.	
I can produce and expand complete sentences in shared language activities.	I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can produce, expand, and rearrange complete simple and compound sentences.	I can produce simple, compound and complex sentences.	
I can understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).	I can use common, proper and possessive nouns when writing.	I can use adjectives and adverbs, and choose between them depending on what is to be modified.	I can experiment with nouns, pronouns, verbs, adjectives and adverbs when writing, making note of how each functions to create meaning.	
I can capitalize the first word in a sentence and the pronoun I.	I can capitalize dates and names of people.	I can capitalize holidays, product names and geographic names.	I can capitalize appropriate words in titles, holidays, product names, and geographic names.	
I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words and their uses.	I can identify real-life connections between words and their use.	I can identify real-life connections between words and their uses.	

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
EL				
A successful EL level 1 student can use a combination of drawing, dictating or writing to complete multiple sentence frames and demonstrate understanding of sequenced events that include details.	A successful EL level 2 student can demonstrate command of conventions of standard English grammar and usage with scaffolding.	A successful EL level 3 produces writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with some guidance.	A successful EL level 4 student can use grammar and syntax to create simple, complex and compound sentences when writing.	ELP Standard-EL.W.2.11, EL.W.3.4

A successful student can make meaning of increasingly complex literary print and nonprint texts, and provide text details to explain interpretations and thinking.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can ask and answer some questions about key details in a text.	I can ask and answer questions about key details in a text.	I can ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	I can ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	RL.1.1, RL. 1.2, RL. 1.3 RL. 2.1, RL 2.2
I can recognize some of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use some of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use all the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
I can use background knowledge to make meaning from fiction and nonfiction picture books.	I can use picture dictionaries to make meaning from fiction and nonfiction books.	I can use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.	I can use glossaries and dictionaries, both print and digital to determine or clarify the meaning of words and phrases.	
I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words and their uses.	I can identify real-life connections between words and their use.	I can identify real-life connections between words and their uses.	
EL				
A successful EL level 1 student can point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	A successful EL level 2 student can locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question.	A successful EL level 3 student can locate or give a key details from a text that asks or answers a who, what, when, where text-dependent question.	A successful EL level 4 student can ask and answer various explicit text-dependent questions by citing specific textual evidence.	ELP Standard-EL.R.K.1, EL.R.1.1, EL.R.2.1

GRADE BAND
PRE-K-2

A successful student can make meaning of increasingly complex informational print and nonprint texts, and provide text details to explain interpretations and thinking.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can begin to state a topic at the beginning of a story.	I can begin to state a topic at the beginning and a conclusion at the end.	I can state a topic at the beginning and a conclusion at the end.	I can introduce the topic or text I am writing about, state an opinion, and create an organizational structure that lists reasons.	ELP Standard-EL.R.K.1, EL.R.1.1, EL.R.2.1
I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus.	I can distinguish their own point of view from that of the author of a text.	
I can, with prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	I can describe the connection between two individuals, events, ideas or pieces of information in a text.	I can group my ideas and details together to show how some facts are connected.	I can describe the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
I can, with prompting and support, identify the main topic and retell key details of a text.	I can identify the main topic and retell key details of a text.	I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking, connect to prior knowledge).	I can determine the main idea of a text; recount the key details and explain how they support the main idea.	
I can, with prompting and support, describe the relationship between illustrations and the text.	I can distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts).	I can create a "how-to" steps in sequence that others can read and follow.	
EL				
A successful EL level 1 student can point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	A successful EL level 2 student can locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question.	A successful EL level 3 student can locate or give key details from texts that asks or answers a who, what, when, where text-dependent question.	A successful EL level 4 student can ask and answer various explicit text-dependent questions by citing specific textual evidence.	ELP Standard-EL.R.K.1, EL.R.1.1, EL.R.2.1

ELA PERFORMANCE-BASED ASSESSMENT

A successful student can engage in large- and small-group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can begin to participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.	I can participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.)	I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report: record science observations.)	I can collaborate to create a shared research or complex writing project.	CL.SL.p4.1, CL.W.p4.4, CL.W.p4.5, W.1.5, W.1.6, W1.7, W.1.8, W.1.10, W.2.5, W.2.6, W.2.10
I can recall information from my own experiences to answer questions.	I can recall information from experiences or gather information from provided sources to answer a question.	I can research from provided sources to answer a research question.	I can use my own research to solve a real-world problem.	
I can participate in conversations with a peer or adult about a story I heard.	I can participate in conversations with a peer or adult about a story I read.	I can participate in collaborative conversations with diverse partners (peers and adults) about grade level text.	I can participate in collaborative conversations with diverse partners and communicate my point of view about a text I read.	
EL				
A successful EL level 1 student can draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	A successful EL level 2 student can draw, point and/or produce one- or two-word descriptions of familiar people, places, things and/or events with prompting and support.	A successful EL level 3 student can present multiple simple sentences to describe familiar people, places, things and/or events with some prompting and support.	A successful EL level 4 can describe familiar people, places, things and/or events using multiple complete sentences.	ELP Standard-EL.SL.K.4, EL.SL.1. 4, EL.SL.2.4

A successful student can speak effectively to express ideas for a variety of purposes.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can speak audibly and express thoughts, feelings, and ideas clearly.	I can speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.	I can produce short complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can produce multiple complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CL.SL.p4.1, CL.SL.p4.1a, CL.SL.p4.1b, CL.SL.p4.4, CL.SL.p4.3, SL.1.1, SL.1.2, SL.1.3, SL1.4, SL.1.7, SL.1.8, SL2.1, SL.2.2, SL.2.3, SL.2.6, SL.2.7, SL.2.8, ELP Standard-EL.SL.K.6, EL.SL.1. 6, EL.SL.2.6
I can use frequently occurring nouns and verbs in speech.	I can use common, proper, and possessive nouns when speaking.	I can use collective nouns when speaking.	I can use multiple collective nouns when speaking.	
I can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	I can use personal, possessive and indefinite pronouns when speaking.	I can produce short complete simple and compound sentences.	I can produce complete simple and compound sentences.	
I can use words and phrases acquired through conversations, reading and through being read to.	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships.	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	I can use multisyllable words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	
I can use details to describe familiar people, places, things, and or events with prompting and support.	I can use relevant details to describe people, places, things, and events expressing ideas and feelings clearly.	I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	I can tell a complex story or recount an experience with multiple appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation and rate in coherent sentences.	
EL				
A successful EL level 1 student can nod for "yes" and "no," draw, and/or point to express thoughts, feelings or ideas or remain in silent period absorbing surroundings.	A successful EL level 2 student can draw, point and/or produce with appropriate volume a one- or two-word phrase to express thoughts, feelings or ideas with prompting and support.	A successful EL level 3 student can present multiple simple sentences to express thoughts, feelings and/or ideas with appropriate volume, enunciation and/or rate with some prompting and support.	A successful EL level 4 student can produce multiple complete sentences with appropriate volume, enunciation, and rate to express thoughts, feelings and ideas.	ELP Standard-EL.SL.K.6, EL.SL.1. 6, EL.SL.2.6

A successful student can listen, view, and interpret information from a variety of sources, in order to make meaning and respond effectively.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.	I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can recount or describe main key ideas or multiple details from a text read aloud or information presented orally or through other media.	ELP Standard-EL.SL.K.2, EL.SL.1. 2, EL.SL.2.2
I can begin to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).	I can follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	I can consistently follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).	I can consistently follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion and remain focused on topic).	
EL				
A successful EL level 1 student can nod for "yes" and "no," draw and point with minimal comprehension or remain in silent period absorbing surroundings.	A successful EL level 2 student can produce one- or two-word responses with limited comprehension and ask basic who or what clarification questions with prompting and support.	A successful EL level 3 student can recount and/or produce answers about key details showing basic comprehension of read-alouds or oral information.	A successful EL level 4 student can recount or describe multiple key ideas or details from a text read aloud or information presented orally or through other media.	ELP Standard-EL.SL.K.2, EL.SL.1. 2, EL.SL.2.2

A successful student can draw/dictate/write to compose informative texts that convey information on specific topics.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use a combination of drawing, dictating and writing to compose informative/explanatory texts in which I name what I am writing about and supply some information about the topic.	I can write informative/explanatory texts in which I name a topic, supply some facts about the topic and provide some sense of closure.	I can write informative/explanatory text in which I introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	I can write informative/explanatory texts to examine a topic with facts, definitions and details; convey ideas and information clearly; use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information; and provide a concluding statement or section.	CL.W.p4.1, CL.W.p4.3, CL.W.p4.4, W.1.2, W.1.3, W.1.5, W.1.8, W.1.10, W.2.2, W.2.7, W.2.8, W. 2.11
EL				
A successful EL level 1 student can dictate, draw or write to express information using drawings, symbols, letters or words, with support.	A successful EL level 2 student can write to express information and ideas using drawings, symbols, letters and words, with support.	A successful EL level 3 produce writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with minimal guidance and support.	A successful EL level 4 student can produce writing that includes organization with a developing range of sentence patterns, conventions and vocabulary that is appropriate to task and purpose.	ELP Standard-EL.PK.W.PI.8, EL.W.3.4

ELA PERFORMANCE-BASED ASSESSMENT

A successful student can examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/dictating/writing.

ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use a combination of drawing, dictating, and writing to compose opinion pieces in which, they tell a reader the topic or the name of the book I am writing about and state an opinion or preference about the topic or book.	I can write an opinion piece in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	I can write an opinion piece in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion.	I can write opinion pieces on topics or texts, supporting a point of view with reasons, and using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons and a concluding statement or section.	W.1.1, W.1.5, W.1.10, W.2.1, W.2.3, W.2.7
EL				
A successful EL level 1 student can dictate, draw or write to express opinions information using drawings, symbols, letters or words, with support.	A successful EL level 2 student can write to express personal opinions and ideas using drawings, symbols, letters and words, with support.	A successful EL level 3 produces writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with minimal guidance.	A successful EL level 4 student can produce writing that includes organization with a developing range of sentence patterns, conventions, and vocabulary that is appropriate to task and purpose.	ELP Standard-EL.PK.W.PI.8, EL.W.3.4

HGSS

PRIORITY: A successful student can describe how people have tried to improve their communities over time and draw conclusions about how choices have consequences.

HGSS	History			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can identify necessary parts of my school/community.	I can explain why my school/ community are important.	I can describe how people have tried to improve our school/ community.	I can evaluate the changes that have been made in our school/ community.	Standard 1: Benchmark 1.1. 1.2, 1.3, 1.4, 1.5
I can identify choices and consequences in my life.	I can explain choices and consequences in my life.	I can recognize and evaluate significant choices and consequences that have impacted my life.	I can explain and evaluate significant choices and consequences that have impacted my future.	
I can identify changes in my school/ community.	I can explain changes in my school/ community.	I can recognize and evaluate significant changes in my community.	I can analyze significant changes in my community.	
I can identify improvements in my school/community.	I can explain improvements in my school/community.	I can recognize and evaluate improvements in my community.	I can analyze improvements in my community.	

PRIORITY: A successful student can describe roles and responsibilities of people in authority to recognize and evaluate relationships.

HGSS	Civics/Government			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can identify people of authority in my family.	I can identify people of authority in my school.	I can identify people of authority in my community.	I can identify people of authority in my state.	Standard 2: Benchmark 2.1, 2.2. 2.3, 2.4
I can identify responsibilities for myself.	I can explain responsibilities for family members and peers.	I can explain responsibilities of people in authority.	I can compare responsibilities of people in authority.	
I can identify roles for myself and family members.	I can explain roles for people at school.	I can explain roles for people in authority.	I can explain how all people play important role in the community.	

PRIORITY: A successful student can compare perspectives of people in the past to those of people in the present and investigate and connect relationships to make a claim using evidence

HGSS	History			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can tell a story about myself.	I can identify who is telling a story.	I can identify the perspective of a story or informational text.	I can identify multiple perspectives of a story or informational text.	Standard 3: Benchmark 3.1, 3.2, 3.3, 3.4
I can tell about something that happened in the past.	I can explain a past event.	I can explain an event from the past with details.	I can evaluate an event from the past and explain positive and negative impacts.	
I can tell about something that is happening now.	I can explain a current event.	I can explain a current event with details.	I can evaluate a current event and explain positive and negative impacts.	
I can compare different stages of my own life.	I can compare different stages of my family/school.	I can compare an event from the past to a current event with evidence of positive and negative impacts.	I can compare and analyze a past and present event in society.	

PRIORITY: A successful student can describe the goods and services people in the local community produce and those that are produced in other communities to analyze and draw conclusions about continuity and change over time.

HGSS	Economics			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can identify wants and needs.	I can explain how wants and needs are met.	I can compare goods and services.	I can identify the benefits and costs of making personal decisions.	Standard 4: Benchmark 4.1, 4.2, 4.3, 4.4
I can list resources I have at home.	I can identify resources I have at school.	I can explain resources in our community.	I can explain resources in our state.	
I can identify goods.	I can compare goods and services.	I can describe goods and services produced in my community and other communities.	I can analyze how goods and services produced in my community and other communities have changed over time.	
I can tell how the things I use and need change over time.	I can explain how goods and services change in a community.	I can compare how goods and services have changed over time.	I can analyze why goods and services have changed over time.	

PRIORITY: A successful student can use maps, graphs, photographs, and other representations to describe places important to them and the relationships and interactions that shape these places to analyze continuity and change over time.

HGSS Geography

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can draw a picture of a familiar place.	I can use a map key to locate places on a map.	I can construct maps, graphs and representations of familiar places.	I can compare maps, graphs, photographs and representations of places.	Standard 5: Benchmark 5.1, 5.2, 5.3, 5.4
I can tell about a place that is important to me.	I can describe a place that is important to me with details.	I can explain how places change.	I can compare places from different time periods.	
I tell how weather impacts me and my school.	I can explain how weather, climate and other environmental factors impact my school/community.	I can explain how weather, climate and other environmental factors impact places and regions.	I can explain how cultures impact places and regions.	
I can give examples of how I have changed.	I can explain how my school/ community has changed.	I can analyze changes in places in my school/community.	I can draw conclusions about changes in my school/community.	

EXTENDED: A successful student can generate questions about individuals and groups who have shaped a significant historical change to investigate and connect examples of choices and consequences within contemporary issues.

HGSS History

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can answer simple questions about myself.	I can answer questions about others.	I can ask questions about individuals and groups.	I can classify and evaluate questions to ask individuals and groups.	Standard 1: Benchmark 1.1, 1.2, 1.3, 1.4, 1.5
I can identify important people in my life.	I can explain the roles of significant people in our school.	I can explain the roles of significant people in our community.	I can explain the roles of significant people in our state.	
I can identify choices and consequences in my life.	I can explain choices and consequences in my life.	I can recognize and evaluate significant choices and consequences that have impacted my life.	I can explain and evaluate significant choices and consequences that have impacted my future.	
I can sort things that happened in the past and present.	I can compare things that happened in the past and present.	I can explain how choices have impacted consequences of past and present events.	I can analyze past and present events to explain choices and consequences.	

EXTENDED: A successful student can describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority to draw conclusions and evaluate the rights and responsibilities of people living in that society.

HGSS History

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify people of authority in my family.	I can identify people of authority in my school.	I can identify people of authority in my community.	I can identify people of authority in my state.	Standard 2: Benchmark 2.1, 2.2. 2.3, 2.4
I can identify responsibilities for myself.	I can explain responsibilities for family members and peers.	I can evaluate responsibilities of people in authority.	I can analyze responsibilities of people in authority.	
I can identify rights for myself.	I can explain rights for family members and peers.	I can evaluate rights of people in a community.	I can analyze rights of people in a community.	
I can share, take turns, follow rules, and work together to make decisions in our classroom.	I can give examples of democratic practices (fairness, respect, equality, voting).	I can describe democratic practices (fairness, respect, equality, voting) and draw conclusion on how these impact a community.	I can compare different types of democratic practices (democracy, dictatorship, anarchy) and draw conclusion on how these impact a community.	

EXTENDED: A successful student can generate questions about individuals and groups who have shaped a significant historical change to acquire and organize information describing relationships between historical and contemporary events.

HGSS History

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can answer simple questions about myself.	I can answer questions about others.	I can ask questions about individuals and groups.	I can classify and evaluate questions to ask individuals and groups.	Standard 3: Benchmark 3.1, 3.2, 3.3, 3.4
I can tell about something that happened in the past.	I can explain a past event.	I can explain an event from the past with details.	I can evaluate an event from the past and explain positive and negative impacts.	
I can tell about something that is happening now.	I can explain a current event.	I can explain a current event with details.	I can evaluate a current event and explain positive and negative impacts.	
I can sort things that happened in the past and present.	I can compare things that happened in the past and present.	I can describe with detail the relationship between a past and present event.	I can make connections about relationships between past and present events.	

EXTENDED: A successful student can describe why people in one region trade goods and services with people in another region and the impact of goods and services on individuals and communities to connect continuity and change to a contemporary issue.

HGSS	Economics			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can identify goods from the past and present.	I can compare goods and services from the past and present.	I can describe goods and services produced in my community and other communities from past and present.	I can analyze how goods and services from my community and other communities have changed over time.	Standard 4: Benchmark 4.1, 4.2, 4.3, 4.4
I can tell where I live (address, city).	I can explain where I live (city, state) and compare it to another community.	I can compare goods and services produced in different regions.	I can compare goods and services produced in different parts of the world.	
I can identify changes in my life/ family based on economic issues (money, savings, goods, services).	I can identify changes in my school/ community based on economic issues (money, savings, goods, services).	I can identify changes causing a local issue today based on economic issues (money, savings, goods, services).	I can evaluate changes causing a local issue today based on economic issues (money, savings, goods, services).	

EXTENDED: A successful student can describe how human activities affect the cultural and environmental characteristics of places or regions to investigate and connect relationships within contemporary issues.

HGSS	Geography			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can sort different types of communities.	I can describe how people in different types of communities live.	I can compare how people in different types of communities live.	I can evaluate how people in different types of communities live.	Standard 5: Benchmark 5.1, 5.2, 5.3, 5.4
I can sort human characteristics (language, religion, politics, economics).	I can give examples of human characteristics (language, religion, politics, economics).	I can describe how human characteristics (language, religion, politics, economics) connect to the cultural of a region.	I can analyze how human characteristics (language, religion, politics, economics) connect to the cultural of a region.	
I can sort geographic characteristics (landforms, climate, resources).	I can give examples of geographic characteristics (landforms, climate, resources) in my school/ community.	I can describe geographic characteristics (landforms, climate, resources) of different regions.	I can analyze geographic characteristics (landforms, climate, resources) of different regions.	
I can identify changes in my life/family based on human and geographic characteristics (movement of people, language, environment, land).	I can identify changes in my school/ community based on human and geographic characteristics (movement of people, language, environment, land).	I can identify changes causing a local issue today based on human and geographic characteristics (movement of people, language, environment, land).	I can evaluate changes causing a local issue today based on geographic characteristics (movement of people, language, environment, land).	

English Language (EL) HGSS

It is important to recognize that students who receive ESOL Services have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content with individualized accommodations, modifications, and supports makes it possible for them to do so. Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. All students are taught academic content for their enrolled grade level. Competencies for this population are the same as for students following the general education curriculum. However, the measurement tables for this population align to The Kansas Standards for English Learners. These standards create a foundation upon which successful English language instruction is built. The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. These standards below frame expectations of "what students need to know and be able to do" from a level 1 to level 4 of English fluency and how that relates to a mastery level.

Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in Pre-K-1st grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 2.

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can begin to read a decodable text read while relying on picture clues with prompting and support.	A successful level 2 EL student can read decodable text while relying on picture clues for accuracy and understanding with prompting and support.	A successful level 3 EL student can read emergent-reader text while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding by rereading when necessary.	EL.RF.4
A successful level 1 student can point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	A successful level 2 EL student can locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question with prompting and support.	A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicitly who, what, when, where, why, how text-dependent questions with minimal support.	A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence.	EL.R.1
A successful level 1 EL student can select a picture or illustration depicting the reasoning with prompting and support	A successful level 2 EL student can select a picture supporting the reasoning. Label picture with a single word or phrase with prompting and support	A successful level 3 EL student can identify one response to support text dependent questions with minimal prompting and support	A successful level 4 EL student can identify two reasoning responses to support text dependent questions.	EL.R.1.8, 2.8

EL HGSS PERFORMANCE-BASED ASSESSMENT

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can sort common objects into categories with prompting and support.	A successful level 2 EL student can sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support.	A successful level 3 EL student can sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with minimal prompting and support.	A successful level 4 EL student can explore HGSS relationships in real world situations.	EL.R.12
A successful level 1 EL can point to a picture or single word to ask or respond to questions about who or what is happening in the text with prompting and support.	A successful level 2 EL student can actively engage in individual or group readings with some purpose and understanding with prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	A successful level 4 EL student can actively engage in individual or group readings with some purpose and understanding.	EL.R.13
A successful level 1 EL student can scribble, draw pictures, and copy key words and phrases with prompting and support.	A successful level 2 EL student can print or copy some key words and phrases. Insert key words within a sentence frame during shared language activities. Recognize question words. Write a simple sentence with support.	A successful level 3 EL student can recognize and write key HGSS vocabulary. Produce and begin to explain their reasoning using simple and compound sentences with minimal support.	A successful level 4 EL student can begin to write using HGSS vocabulary. Produce, expand, and explain their reasoning using complete simple and compound sentences.	EL.W.10
A successful level 1 EL student can nod for "yes" and "no," draw, and point with minimal comprehension with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word responses with limited comprehension with prompting and support.	A successful level 3 EL student can follow rules for discussions and participate in most conversations through some exchanges. Ask for clarification when needed with minimal prompting and support.	A successful level 4 EL student can follow rules for discussions and participate in conversations through multiple exchanges. Ask for clarification when needed.	EL.SL.1
A successful level 1 EL student can nod for "yes" and "no," draw, and point to obtain information with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word questions and/or responses to obtain information or clarify something that is not understood with prompting and support.	A successful level 3 EL student can produce simple questions and/or responses to seek help, get information, and/or clarify something that is not understood with minimal prompting and support.	A successful level 4 EL student can ask and answer low level questions in order to seek help, get information, or clarify something that is not understood.	EL.SL.3

EL HGSS PERFORMANCE-BASED ASSESSMENT

HGSS	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can draw or point to pictures to describe familiar people, places, things, and/or events with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can draw, point, and/or produce one or two word descriptions of familiar people, places, things, and/or events with prompting and support.	A successful level 3 EL student can present simple sentences to describe familiar people, places, things, and/or events with minimal prompting and support.	A successful level 4 EL student can describe familiar people, places, things, and/or events using complete sentences.	EL.SL.4
A successful level 1 EL student can nod for "yes" and "no," draw, and/or point to pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire HGSS words and add to a personal HGSS vocabulary bank with prompting and support.	A successful level 3 EL student can use HGSS words through a range of situations with minimal prompting and support.	A successful level 4 EL student can use HGSS words and phrases acquired through HGSS conversations, reading and being read to, and responding to HGSS concepts.	EL.SL.8

Mathematics

Students must be engaged with the eight Standards for Mathematical Practice throughout the instruction of the mathematical content:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality

Overarching Competency: A successful student can demonstrate an understanding of numbers with proficiency to rote count, order, compare, subitize, match objects to and write numbers.

PRIORITY: A successful student can rote count, identify and write numerals (within a given range).

Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can rote count to 30, to 100 to 120.				Pre-K.CC.1, 3, K.CC.1, 2, 1.NBT.1
I can identify numbers to 10, identify and write numbers to 20, identify and write numbers to 120.				Pre-K.CC.2, K.CC.2, 1.NBT.1

PRIORITY: A successful student can demonstrate the relationship between numbers and quantities starting with concrete representations and moving to the abstract (within a given range).

Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can accurately match objects to rote counting with one-to-one correspondence.				Pre-K.CC.4, K.CC.4
I can identify the number of concrete objects in various configurations to 10 and concrete and pictorial objects in various configurations to 20.	I can represent a given number with concrete objects.			Pre-K.CC.5, K.CC.5

PRIORITY: A successful student can compare numbers (within a given range).

Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can subitize objects to five.	I can identify greater than, less than, equal to within two groups of objects up to 10.			Pre-K.CC.7 Pre-K.CC.6, K.CC.6
	I can compare written numbers to five and numbers to 10.			Pre-K.CC.8, Pre-K.CC.7

Numbers in Base Ten

Overarching Competency: A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.

PRIORITY: A successful student can demonstrate an understanding of composing and decomposing numbers (within a given range) using manipulatives, drawings and equations.

Mathematics Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compose teen numbers.	I can compose teen numbers in multiple concrete or pictorial ways.	I can compose teen numbers in multiple concrete or pictorial ways and formulate an equation to record the composition.		K.NBT.1
I can decompose teen numbers in multiple concrete or pictorial ways.	I can decompose teen numbers in multiple concrete or pictorial ways.	I can decompose teen numbers in multiple concrete or pictorial ways and formulate an equation to record the decomposition.		K.NBT.1

PRIORITY: A successful student will begin to demonstrate an understanding of whole number relationships and place value, including grouping 10s and ones.

Mathematics Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can explain what tens/ones represent within teen numbers.				1.NBT.2, 2a
	I can identify patterns in teen numbers and numbers with a zero (up to 100).			I.NBT.2b, 2c
	I can compose teen numbers.	I can flexibly compose teen numbers in multiple concrete or pictorial ways.		1.NBT.2d
	I can decompose teen numbers.	I can flexibly decompose teen numbers in multiple concrete or pictorial ways.		1.NBT.2d

PRIORITY: A successful student can rote count, identify, compare and write numbers (within a given range).

Mathematics — Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can rote count within 1,000.	I can skip count by 2s, 5s, 10s within 1,000 and explain the pattern.			2.NBT.2
I can identify and write numbers to 1,000.	I can relate numbers to 1,000 using expanded form, unit form, base-10 numerals.			2.NBT.3
	I can compare two-digit numbers and three-digit numbers and report using relational symbols.			1.NBT.3, 2.NBT.3

PRIORITY: A successful student can show an understanding of place value and properties of operations to add and subtract in various ways (concrete models, equations, mental math).

Mathematics — Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
	I can add within 100 using concrete models, mental math, drawing and strategies.	I can add within 100 using concrete models, drawing and strategies and connect the strategy chosen to a written method.	I can add within 100 using concrete models, drawing and strategies, connect the strategy chosen to a written method and explain my reasoning.	I.NBT.4, 4a, 4b, 4c, 5
	I can subtract multiples of 10 (between 10-90) using concrete models, mental math, drawing and strategies.	I can subtract multiples of 10 (between 10-90) using concrete models, drawing and strategies and connect the strategy chosen to a written method.	I can subtract multiples of 10 (between 10-90) using concrete models, drawing and strategies and connect the strategy chosen to a written method and explain my reasoning.	I.NBT. 5, 6
	I can add up to four two-digit numbers using strategies based on place value and properties of operations.			2.NBT.6
	I can add within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction.	I can add within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction connect the strategy chosen to a written method.	I can explain my reasoning for why addition strategies worked using place value and the properties of operations and may support my answer with drawing or objects.	2.NBT.7, 8, 9
	I can subtract within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction.	I can subtract within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction connect the strategy chosen to a written method.	I can explain my reasoning for why subtraction strategies work using place value and the properties of operations and may support my answer with drawing or objects.	2.NBT.7, 8, 9

Operations and Algebraic Thinking

Overarching Competency: A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.

PRIORITY: A successful student can demonstrate an understanding of addition and subtraction with the use of objects, images or sounds.

Mathematics Operations and Algebraic Thinking

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can demonstrate and represent addition and subtraction by using objects, fingers, drawings, sounds, expressions or equations.	I can use addition and subtraction within 100 to solve word problems involving situations of adding to, taking from or apart and comparing.	I can fluently add and subtract numbers within 10 using mental strategies and working with equal groups of objects.	I can fluently add and subtract numbers within 20 using mental strategies and working with equal groups of objects.	Pre-K.OA.1, K.OA.1, K.OA.2, 1.OA.1, 2, 1.OA.5, 2.OA.1, 1.OA.6, 2.OA.2
I can compose or decompose numbers, up to five, into pairs in more than one way.	I can identify real-world patterns in numbers	I can decompose numbers up to 10 in pairs by using objects or drawings.		Pre-K.OA.2, K.OA.4, Pre-K. OA.3, K.OA.3
		I can fluently add and subtract numbers up to five.		K.OA.5

PRIORITY: A successful student will be able to apply properties of operation and the relationship between addition and subtraction.

Mathematics Operations and Algebraic Thinking

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
		I can apply properties of operation as strategies to add and subtract.		1.OA.3, 4, 5

PRIORITY: A successful student will identify equal groups of objects to gain foundations for multiplication.

Mathematics	Operations and Algebraic Thinking			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
	I can determine odd or even numbers by pairing objects or counting by 2. 2.OA.3	I can use addition to find total number of objects arranged in a 5x5 table. 2.OA.4	I can work write an equation to express a sum of two groups of objects. 2.OA.3, 4	2.OA.3, 4

EXTENDED: A successful student will be able to solve equations using addition and subtraction.

Mathematics	Operations and Algebraic Thinking			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
		I can understand and solve equations involving addition and subtraction to determine if they are true or false.		1.OA.7, 8

Measurement and Data

Overarching Competency: A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.

PRIORITY: A successful student can describe and compare objects using measurable attributes.

Mathematics	Measurement and Data			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
	I can describe and compare objects using measurable attributes.	I can compare two objects, with measurable attributes, to see which object has more or less of the attribute.		Pre-K MD.1, 2 K MD.1, 2

PRIORITY: A successful student will measure and estimate lengths in standard units.

Mathematics	Measurement and Data			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can measure the length of an object by selecting the proper tool.	I can order three objects by comparing the lengths of two objects indirectly with a third.	I can express the length of an object by using multiple copies of a shorter object laid end to end.	I can measure and estimate measurement of objects using different length units.	1 MD.1, 2 2 MD.1, 2, 3, 4

EXTENDED: A successful students will demonstrate the ability to represent and analyze data.

Mathematics	Measurement and Data			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
	I can collect and sort objects into categories based on count (up to 10) (extended).	I can tell time on analog and digital clocks to the nearest five minutes (extended).		Pre-K.MD.3, 4, K.MD.3, 1MD.3

EXTENDED: A successful student will be able to classify and interpret data within multiple categories.

Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
		I can organize and represent data into categories and answer questions about multiple data points (extended).		1.MD.4, 2.MD.6

EXTENDED: A successful student will be able to use addition and subtraction to solve problems using length while also interpreting and creating data points in multiple units.

Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
	I can identify coins and bills and their values.	I can measure to determine how much longer one object is from another.	I can create a line plot using measured lengths of multiple objects (extended).	2.MD.4, 2.MD.9, 2.MD.10
		I can use addition and subtraction, up to 100, to solve word problems involving length in the same units.	I can draw bar and picture graphs to represent data (up to four categories) and compare data using graph (extended).	2.MD.5, 2.MD.11
		I can represent whole numbers on a number line equally spaced within 100.		2.MD.6
		I can solve word problems involving money.		2.MD.8

Geometry

Overarching Competency: A successful student can demonstrate the ability to investigate the characteristics and properties of two and/or three-dimensional geometric shapes and apply transformations and symmetry in geometric situations.

PRIORITY: A successful student will identify and describe shapes.

Mathematics	Geometry			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can describe objects using names, shapes and relative positions to other objects.	I can correctly name shapes regardless of their orientation or overall size.	I can describe shapes as two-dimensional or three-dimensional.		Pre-K.G.1, K.G.1, Pre-K.G.2, K.G.2, K.G.3

EXTENDED: A successful student will be able to analyze, compare and compose two- or three-dimensional shapes by building, drawing or modeling.

Mathematics	Geometry			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
	I can analyze, compare and sort shapes of different sizes and orientations.	I can analyze and compare two- or three-dimensional objects in different sizes and orientations and also describe using informal language.		Pre-K.G.3, K.G.4

EXTENDED: A successful student will be able to distinguish attributes of shapes and partition shapes into equal parts.

Mathematics	Geometry			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
	I can distinguish between defining attributes versus non-defining attributes.	I can compose recognize and draw shapes with defining attributes.	I can compose shapes using different components and/or other shapes (extended).	1.G.1, 1.G.2, 2.G.1, K.G.5, 6
		I can partition circles and rectangles into equal parts and use proper language to describe the parts (i.e. halves, fourths, etc.		1.G.3, 2.G.3

Fact Fluency

PRIORITY: A successful student can demonstrate the ability to quickly and accurately verbalize and compute fact fluency (within a range of numbers).

Mathematics Fact Fluency

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
		I can fluently add and subtract within.		5. K.OA.5
		I can apply mental strategies to fluently add within 20 and subtract within 10.		1.OA.6
		I can apply mental strategies to fluently add and subtract within 20.	I can connect knowledge of addition to beginning understanding of multiplication.	2.OA.2
		I can fluently add and subtract within 100 by choosing and applying various strategies.		2.NBT.5

EL Mathematics

It is important to recognize that students who receive ESOL Services have equitable access to all instructional opportunities and activities offered to their peers. Their participation in core content with individualized accommodations, modifications, and supports makes it possible for them to do so. Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. All students are taught academic content for their enrolled grade level. Competencies for this population are the same as for students following the general education curriculum. However, the measurement tables for this population align to The Kansas Standards for English Learners. These standards create a foundation upon which successful English language instruction is built. The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. These standards below frame expectations of "what students need to know and be able to do" from a level 1 to level 4 of English fluency and how that relates to a mastery level.

Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in Pre-K-1st grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 2.

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can read a numerical math problem with prompting and support.	A successful level 2 EL student can read decodable word problems while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding by rereading when necessary.	EL.RF.4
A successful level 1 student can point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	A successful level 2 EL student can locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question with some prompting and support.	A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicitly who, what, when, where, why, how text-dependent questions with minimal prompting and support.	A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence.	EL.R.1
A successful level 1 EL student can select a picture or illustration depicting the reasoning with prompting and support.	A successful level 2 EL student can select a picture supporting the reasoning. Label picture with a single word or phrase with some prompting and support.	A successful level 3 EL student can identify one response to support text dependent questions with minimal prompting and support.	A successful level 4 EL student can identify two reasoning responses to support text dependent questions.	EL.R.1.8, 2.8

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can sort common objects into categories with prompting and support.	A successful level 2 EL student can sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses some prompting and support.	A successful level 3 EL student can sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with minimal prompting and support. (ex. addition/plus, subtract/minus/takeaway, multiply/ times)	A successful level 4 EL student can explore math relationships in real world situations.	EL.R.12
A successful level 1 student can scribble, draw pictures, and copy some numbers with prompting and support.	A successful level 2 student can print or copy some numbers. Copy some number words. Insert number words within a sentence frame during shared language activities. Recognize question words. Write a simple sentence with some prompting and support.	A successful level 3 student can recognize and write common math vocabulary. Produce and begin to explain their reasoning using simple and compound sentences with minimal prompting and support.	A successful level 4 EL student can begin to create word problems using math vocabulary. Produce, expand, and explain their reasoning using complete simple and compound sentences	EL.W.10
A successful level 1 EL student can nod for "yes" and "no," draw, and point with minimal comprehension with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word responses with limited comprehension with some prompting and support.	A successful level 3 EL student can follow rules for discussions and participate in most conversations through some exchanges. Ask for clarification when needed with minimal prompting and support.	A successful level 4 EL student can follow rules for discussions and participate in conversations through multiple exchanges. Ask for clarification when needed.	EL.SL.1

EL MATHEMATICS PERFORMANCE-BASED ASSESSMENT

Mathematics	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can nod for "yes" and "no," draw, and point to obtain information with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can produce one or two word questions and/or responses to obtain information or clarify something that is not understood with some prompting and support.	A successful level 3 EL student can produce simple questions and/or responses to seek help, get information, and/or clarify something that is not understood with minimal prompting and support.	A successful level 4 EL student can ask and answer low level questions in order to seek help, get information, or clarify something that is not understood.	EL.SL.3
A successful level 1 EL student can draw or point to pictures to describe math related concepts with prompting and support or stay in silent period absorbing surroundings.	A successful level 2 EL student can draw, point, and/or produce one or two word descriptions of math related concepts with some prompting and support.	A successful level 3 EL student can present simple sentences to describe math related concepts with minimal prompting and support.	A successful level 4 EL student can retell a math word problem or explain a math solution using math vocabulary.	EL.SL.4
A successful level 1 EL student can nod for "yes" and "no," draw, and/or point to pictures repeating names of frequently used words with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire basic math words and add to a personal math vocabulary bank with some prompting and support.	A successful level 3 EL student can use math words through a range of situations with minimal prompting and support.	A successful level 4 EL student can use math words and phrases acquired through math conversations, reading and being read to, and responding to math concepts.	EL.SL.8

Science

Performance Expectations: Students are expected to demonstrate grade appropriate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understanding of the core ideas.

Physical Science:

Engineering and Design

PRIORITY: A successful student will demonstrate proficiency with engineering and design skills, such as asking questions, making observations, sketching or drawing, and analyzing data across all sciences.

Science	Physical Science: Engineering and Design			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
I can define a simple problem that can be solved.	I can define a simple problem that can be solved, ask questions and make observations.	I can define a simple problem that can be solved, ask questions and make observations to gather information about a situation people want to change.	I can develop a new or improved object or tool and analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3, ELP standards: EL.SL.K.3, EL.SL.1.3, EL.SL.2.3
I can explore objects (blocks, legos, playdough, etc., and how they work together to create a design.	I can develop a simple sketch or drawing to illustrate how the shape of an object helps it function as needed to solve a given problem.	I can use my sketch or drawing to develop a physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	I can use my physical model to plan/ carry out tests, and consider how a model can be improved.	

Forces and Interactions

PRIORITY: A successful student will explore how pushes, pulls, gravity, magnetism and mechanical forces have different strengths, can change the speed or direction of an object's motion and can start or stop it.

Science Physical Science: Forces and Interactions

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can explore the effects of common forces on objects (pushing a swing, pulling a wagon, kicking a ball, etc.).	I can plan and conduct investigations, planned by the teacher, with the effects of common forces on objects.	I can plan and conduct an investigation and compare the effects of common forces on objects.	I can create a design solution using common forces on objects and analyze the effects to determine if the design solution worked as intended to change the speed or direction of an object.	S.p3.1, S.p4.1, S.p4.2, PS2-2, K-PS2-1 ELP standards: EL.SL.K.3, EL.SL.1.3.

Waves

EXTENDED: A successful student will explore the properties of light and sound.

Science Physical Science: Waves

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can explore the effects of objects on light (block, pass through, create shadows, redirect).	I can make observations and record the effects of light.	I can plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	I can use tools and materials to design and build a device that uses light or sound to solve the problem.	ELP standards: EL.R.1.1, EL.R.2.1
I can explore materials that produce a variety of sounds (musical instruments, pots and pans, blocks, voices, etc.	I can make observations and record the effects of sound.	I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	I can use tools and materials to design and build a device that uses light or sound to solve the problem.	

Structures and Properties of Matter

EXTENDED: A successful student explores different kinds of matter and discovers many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties, different properties are suited to different purposes, and a great variety of objects can be built up from a small set of pieces.

Science Physical Science: Structures and Properties of Matter

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can classify different kinds of materials by their observable properties (solid, liquid or gas).	I can describe that different properties (solid, liquid and gas) can be used for different purposes.	I can plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (solid, liquid and gas).	I can analyze data obtained from testing different materials to determine which materials have the properties (solid, liquid and gas) that are best suited for an intended purpose.	2-PS1-1, 2-PS1-3, 2-PS1-4, ELP standards: EL.R.K.12, EL.R.1.12, EL.R.2.12
I can use small objects to design a new creation. (legos, blocks, playdough, etc.	I can construct and describe how a small set of objects can be disassembled and made into a new object.	I can make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	I can use technical writing to write instructions on how to disassemble an object and use the pieces to reassemble something new.	
I can explore and observe how temperature can affect properties of matter.	I can describe how temperature can affect properties of matter.	I can plan and conduct and investigation to compare reversible and irreversible changes in matter.	I can construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	

Life Science:

Structure and Function/Interdependent Relationships in Ecosystems

PRIORITY: A successful student will explore what organisms (plants and animals) need in order to live and grow.

Science Life Science: Structure and Function/Interdependent Relationships in Ecosystems

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use scientific vocabulary to ask and answer questions about objects, organisms and events in my environment.	I can use scientific vocabulary to describe how plant and animal parts and behavior patterns help them survive, grow and meet their needs.	I can create an artifact, such as a diorama, that illustrates my understanding that living things exist in different habitats, including what plants and animals (including humans) need to survive (sunlight, air, food and water).	I can use materials, including text and media, to design a solution to a human problem by mimicking how plants and/or animals use their external parts and behavior patterns to help them survive, grow, and meet their needs.	S.p3.3, S.p4.4, S.p2.8, S.p4.9, S.p4.5, K-LS1-1, 2-LS2-1, S.p4.9, K-ESS3-1, 1-LS1-1, 1-LS1-2, K-ESS2-2, 2-LS2-2, S.p4.10, K-ESS3-3, S.p4.12, S.p3.10, S.p4.8 ELP standards: EL.R.K.1, EL.R.1.1, EL.R.2.1
I can name ways in which the environment provides natural resources that are needed by people.	I can define a challenging problem or question resulting from this need and propose a logical solution that will reduce the impact of harmful actions.	I can construct an argument supported by evidence for how plants and animals (including humans) can change the environment.	I can create a prototype of a design that will help solve an environmental problem.	

GRADE BAND
PRE-K-2

Earth Space Science

Weather and Climate

PRIORITY: Earth Space Science: A successful student will ask questions, make observations and gather information about weather and weather patterns.

Science Earth Space Science: Weather and Climate

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can use weather-related vocabulary to describe and ask questions about weather I can observe.	I can observe, discuss and ask questions about changes in patterns of weather and seasons using common weather-related vocabulary.	I can work collaboratively to research and collect information about a type of weather I am interested in and communicate what I learn.	I can work collaboratively to identify a problem or an issue as a result of that weather and create a plan or prototype to solve the problem.	S.p4.6, K-ESS2-1, S.p4.7, K-PS3-4, K-ESS3-2, S.p4.11, S.p3.5, S.p3.5, S.p3.9 ELP Standards: EL. R. 1.1, EL.R.1.13, EL.R.2.13
I can talk about weather and how to respond to it.	I can observe and explain how plants, animals and humans respond to changes in the environment and in seasons.	I can ask questions to obtain information and communicate about the purpose of forecasting the weather to prepare for and respond to, different weather conditions.	I can work collaboratively to research and collect information about animals or plants that I am interested in, identify a problem or an issue regarding living beings and weather and create a plan or prototype to solve the problem.	

Earth's Systems

EXTENDED: A successful student will compare and test designs to show wind and water can change the shape of the land.

Science Earth Space Science: Earth's Systems

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can explore how wind and water can move objects and change their shape (kites, windsocks, water play, water/sand table).	I can use information from several sources to provide evidence that Earth events can occur quickly or slowly.	I can develop a model to represent the shapes and kinds of land and bodies of water and where they can be found.	I can design and compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3 ELP standards: EL.R.1.1, EL.R.2.1

Space Systems

EXTENDED: A successful student will observe, describe, and predict patterns of the motion of the sun, moon and stars.

Science Earth Space Science: Space Systems

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can make observations at different times of year to relate the amount of daylight to the time of year.	I can observe and describe seasonal patterns as they are connected to the motion of the sun, moon and stars.	I can make predictions using observations of the patterns of the sun, moon and stars.	I can compare and contrast (verbally or in writing) the properties of the moon with the moon as it is portrayed in children's fictional literature (nursery rhymes, "Good Night Moon" or other stories).	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3, ELP standards: EL.R.1.1, EL.R.2.1

EL Science

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Special Note: These standards are grade banded and overarching. Some competencies are designed with the end in mind. Therefore, a student in Pre-K-1st grade may be at a level 1 or 2, but is expected to progress to a level 3 or 4 by grade 2.

Science	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can begin to read a decodable text read while relying on picture clues with prompting and support.	A successful level 2 EL student can read decodable text while relying on picture clues for accuracy and understanding with some prompting and support.	A successful level 3 EL student can read emergent-reader text while using context to confirm understanding with minimal prompting and support.	A successful level 4 EL student can read on-level texts with some purpose and understanding by rereading when necessary.	EL.RF.4
A successful level 1 student can point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	A successful level 2 EL student can locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question with prompting and support.	A successful level 3 EL student can identify details in a text which prompt a clarifying question and/or answer explicitly who, what, when, where, why, how text-dependent questions with minimal support.	A successful level 4 EL student can ask and answer various explicit text-dependent questions by citing specific textual evidence.	EL.R.1
A successful level 1 EL student can select a picture or illustration depicting the reasoning with prompting and support.	A successful level 2 EL student can select a picture supporting the reasoning. Label picture with a single word or phrase with support.	A successful level 3 EL student can identify one response to support text dependent questions with minimal support.	A successful level 4 EL student can identify two reasoning responses to support text dependent questions.	EL.R.1.8, 2.8

EL SCIENCE PERFORMANCE-BASED ASSESSMENT

Science	EL			
LEVEL 1	**LEVEL 2**	**LEVEL 3**	**LEVEL 4**	**STANDARDS**
A successful level 1 EL student can explore and sort common objects into categories with prompting and support.	A successful level 2 EL student can observe and sort common objects into categories with some prompting and support. Identify real-life connections with prompting and support.	A successful level 3 EL student can describe and sort common objects into categories identifying similar attributes while making real life connections with minimal prompting and support.	A successful level 4 EL student can investigate, describe, and sort common objects into categories and evaluate their reasoning based on their similar attributes and real life connections.	EL.R.12
A successful level 1 EL can point to a picture or single word to ask or respond to questions about who or what is happening in the text with prompting and support.	A successful level 2 EL student can actively engage in individual or group readings with some purpose and understanding with prompting and support.	A successful level 3 EL student can actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	A successful level 4 EL student can actively engage in individual or group readings with some purpose and understanding.	EL.R.13
A successful level 1 EL student can scribble, draw pictures, and copy key words and phrases with prompting and support.	A successful level 2 EL student can print or copy some key words and phrases. Insert key words within a sentence frame during shared language activities. Recognize question words. Write a simple sentence with support.	A successful level 3 EL student can recognize and write key science vocabulary. Produce and begin to explain their reasoning using simple and compound sentences with minimal support.	A successful level 4 EL student can begin to write using science vocabulary. Produce, expand, and explain their reasoning using complete simple and compound sentences.	EL.W.10
A successful level 1 EL student can nod for "yes" and "no," draw, and point with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can recount or produce one or two word responses with limited comprehension and ask basic who or what clarification questions with prompting and support.	A successful level 3 EL student can produce simple responses to seek help, get information, and/or clarify something that is not understood based on read alouds with minimal prompting and support.	A successful level 4 EL student can recount and/or produce answers about key ideas or details from a text read aloud or information presented orally.	EL.SL.2
A successful Level 1 EL student can nod for “yes” and “no," draw, and point with minimal comprehension or remain in silent period absorbing surroundings	A successful Level 2 EL student can produce one or two word responses with limited comprehension and ask clarification questions with prompting and support.	A successful Level 3 EL student can recount and/or produce answers about key details showing basic comprehension of information.	A successful Level 4 EL student can recount and/or produce answers about key details displaying rudimentary comprehension of information.	EL.SL.3
A successful level 1 EL student can nod for "yes" and "no," draw, and/or point to pictures repeating names of frequently used words with prompting and support or remain in silent period absorbing surroundings.	A successful level 2 EL student can acquire basic science words and add to a personal science vocabulary bank with prompting and support.	A successful level 3 EL student can use science words through a range of discussion with minimal prompting and support.	A successful level 4 EL student can use science words and phrases acquired through science conversations, reading and being read to, and responding to science concepts.	EL.SL.8

Humanities

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can demonstrate that they understand that written letters represent specific sounds in words.	I can begin to apply age-appropriate word analysis skills in decoding words.	I can apply age-appropriate word analysis skills in decoding words.	I can demonstrate understanding of spoken words, syllables and sounds (phonemes).	I can consistently recognize and read grade-appropriate words.	CL.F.p4.2, CL.F.p4.2a, CL.F.p4.2b, CL.F.p4.2b, CL.F.p4.2c, CL.F.p4.2d
	I can begin to name the sounds that written letters make, including short and long vowel sounds.	I can name the sounds that written letters make, including short and long vowel sounds.	I can distinguish long and short vowels when reading regularly spelled one-syllable words.	I can decode multisyllabic words.	
A successful student can demonstrate that they understand and can manipulate sounds and letters that make up words.	I can show understanding of spoken words, syllables and sounds.	I can distinguish long from short vowel sounds in spoken single-syllable words.	I can distinguish long and short vowels when reading regularly spelled one-syllable words.	I can distinguish long and short vowels when reading regularly spelled one-syllable and two-syllable words.	CL.F.p4.2; CL.F.p4.2a; CL.F.p4.2b; CL.F.p4.2b; CL.F.p4.2c; CL.F.p4.2d
	I can recognize and produce rhyming words.	I can decode regularly spelled one-syllable words.	I can demonstrate grade-level phonics and word analysis skills in decoding words.	I can demonstrate grade-level phonics and word analysis skills in decoding one and two-syllable words.	
	I can count, pronounce, blend and segment syllables in spoken words.	I can read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	I can consistently read common high frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	I can consistently read common high-frequency words relative to my grade level.	
	I can blend and segment initial sounds and ending sounds of words.	I can orally produce single-syllable words by blending phonemes, including consonant blends.	I can orally segment single-syllable words into their complete sequence of individual phonemes.	N/A	

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can demonstrate the ability to comprehend, analyze and evaluate increasingly complex texts.	I can say some of the sounds that are present in a single word.	I can say all of the sounds that are present in a single word.	I can say all of the sounds that are present in a simple sentence.	I can say all of the sounds that are present in a complex sentence.	CL.IT.p4.1; CL.IT.p4.2; CL,IT.p4.3; RF.K.1; RF.K.2; RF.K.3; RF.K.4; RF.1.2; RF.1.3; RF.1.4; RF.2.3a; RF.2.4.
	I can begin to blend sounds in CVC words.	I can blend sounds in CVC words.	I can consistently blend sounds in CVC words.	I can consistently blend sounds in complex words.	
	I can begin to demonstrate vowels that have a short sound.	I can begin to demonstrate vowels that have a short or a long sound.	I can demonstrate that vowels can have a short sound or a long sound.	I can demonstrate all vowels have a short or long sound.	
	I can begin to use manipulatives to represent sounds.	I can use manipulatives to represent sounds.	I can write letters that represent sounds.	I can put letters and sounds together to form words.	
	I can begin to read a variety of on-level texts with peers in small groups or partners.	I can read a variety of on-level texts with peers in small groups or partners.	I can read a variety of on-level texts with peers in small groups or partners and provide feedback to my peers to help them improve their rate, expression, and accuracy.	I can read a variety of texts above grade level with peers in small groups or partners and provide feedback to my peers to help them improve their rate, expression, and accuracy.	

GRADE BAND
PRE-K-2

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.	I can use a combination of drawing, dictating or emergent writing to express thoughts and ideas.	I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occured and provide a reaction to what happened.	I can write short narratives in which I recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	I can write multiple paragraph narratives in which I recount two or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order and provide some sense of closure.	CL.W.p4.1; CL.W.p4.3; W.1.3; W.1.5; W.1.6; W.1.10; W.2.3; W.2.5; W.2.6; W.2.10
	I can demonstrate an emerging command of the conventions of standard English grammar and usage when writing and speaking.	I can demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	I can consistently demonstrate command of the conventions of standard English grammar and usage when writing and speaking.	I can demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing and speaking.	
	I can produce and expand complete sentences in shared language activities.	I can produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can produce, expand, and rearrange complete simple and compound sentences.	I can produce simple, compound and complex sentences.	
	I can understand and use question words (interrogatives) (e.g., who, what, when, where, why, how).	I can use common, proper, and possessive nouns when writing.	I can use adjectives and adverbs, and choose between them depending on what is to be modified.	I can experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning.	
	I can capitalize the first word in a sentence and the pronoun I.	I can capitalize dates and names of people.	I can capitalize holidays, product names and geographic names.	I can capitalize appropriate words in titles, holidays, product names and geographic names.	
	I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words and their uses.	I can identify real-life connections between words and their use.	I can identify real-life connections between words and their uses.	

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can make meaning of increasingly complex literary print and nonprint texts, and provide text details to explain interpretations and thinking.	I can ask and answer some questions about key details in a text.	I can ask and answer questions about key details in a text.	I can ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	I can ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	RL.1.1; RL. 1.2; RL. 1.3 RL. 2.1; RL 2.2
	I can recognize some of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use some of the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	I can use all the various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	
	I can use background knowledge to make meaning from fiction and nonfiction picture books.	I can use picture dictionaries to make meaning from fiction and nonfiction books.	I can use glossaries and beginning dictionaries, both print and digital to determine or clarify the meaning of words and phrases.	I can use glossaries and dictionaries, both print and digital to determine or clarify the meaning of words and phrases.	
	I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	I can identify real-life connections between words and their uses.	I can identify real-life connections between words and their use.	I can identify real-life connections between words and their uses.	

GRADE BAND
PRE-K-2

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can make meaning of increasingly complex informational print and nonprint texts, and provide text details to explain interpretations and thinking.	I can begin to state a topic at the beginning of a story.	I can begin to state a topic at the beginning and a conclusion at the end.	I can state a topic at the beginning and a conclusion at the end.	I can introduce the topic or text I am writing about, state an opinion, and create an organizational structure that lists reasons.	ELP Standard-EL.R.K.1; EL.R.1.1; EL.R.2.1
	I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus.	I can distinguish their own point of view from that of the author of a text.	
	I can, with prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	I can describe the connection between two individuals, events, ideas or pieces of information in a text.	I can group my ideas and details together to show how some facts are connected.	I can describe the logical connections between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).	
	I can, with prompting and support, identify the main topic and retell key details of a text.	I can identify the main topic and retell key details of a text.	I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking, connect to prior knowledge).	I can determine the main idea of a text; recount the key details and explain how they support the main idea.	
	With prompting and support, describe the relationship between illustrations and the text.	I can distinguish between information provided by illustrations or other graphics and information provided by the words in a text.	I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts).	I can create a "how-to" steps in sequence that others can read and follow.	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can engage in large- and small-group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	I can begin participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.	I can participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions.)	I can participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report: record science observations.)	I can collaborate to create a shared research or complex writing project.	CL.SL.p4.1; CL.W.p4.4; CL.W.p4.5; W.1.5; W.1.6; W1.7; W.1.8; W.1.10; W.2.5; W.2.6; W.2.10
	I can recall information from my own experiences to answer questions.	I can recall information from experiences or gather information from provided sources to answer a question.	I can research from provided sources to answer a research question.	I can use my own research to solve a real-world problem.	
	I can participate in conversations with a peer or adult about a story I heard.	I can participate in conversations with a peer or adult about a story I read.	I can participate in collaborative conversations with diverse partners (peers and adults) about grade level text.	I can participate in collaborative conversations with diverse partners and communicate my point of view about a text I read.	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can speak effectively to express ideas for a variety of purposes.	I can speak audibly and express thoughts, feelings and ideas clearly.	I can speak with appropriate volume, enunciation and rate in order to express thoughts, feelings and ideas clearly.	I can produce short complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can produce multiple complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CL.SL. p4.1; CL.SL. p4.1a; CL.SL. p4.1b; CL.SL. p4.4; CL.SL. p4.3; SL.1.1; SL.1.2; SL.1.3; SL1.4; SL.1.7; SL.1.8; SL2.1; SL.2.2; SL.2.3; SL.2.6; SL.2.7; SL.2.8; ELP Standard-EL.SL.K.6; EL.SL.1. 6; EL.SL.2.6
	I can use frequently occurring nouns and verbs in speech.	I can use common, proper, and possessive nouns when speaking.	I can use collective nouns when speaking.	I can use multiple collective nouns when speaking.	
	I can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	I can use personal, possessive and indefinite pronouns when speaking.	I can produce short complete simple and compound sentences.	I can produce complete simple and compound sentences.	
	I can use words and phrases acquired through conversations, reading, and through being read to.	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently-occurring conjunctions to signal simple relationships.	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	I can use multi-syllable words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	
	I can use details to describe familiar people, places, things and or events with prompting and support.	I can use relevant details to describe people, places, things and events expressing ideas and feelings clearly.	I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	I can tell a complex story or recount an experience with multiple appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.	

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
ELA A successful student can listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.	I can confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	I can ask and answer questions about key details in a text read aloud or information presented orally or through other media.	I can recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can recount or describe main key ideas or multiple details from a text read aloud or information presented orally or through other media.	ELP Standard-EL.SL.K.2; EL.SL.1. 2; EL.SL.2.2
	I can begin to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about topics and texts under discussion).	I can follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	I can consistently follow agreed-upon rules for discussion (e.g.,gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion).	I can consistently follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about topics and texts under discussion and remain focused on topic).	
A successful student can draw/dictate/write to compose informative texts that convey information on specific topics.	I can use a combination of drawing, dictating and writing to compose informative/explanatory texts in which I name what I am writing about and supply some information about the topic.	I can write informative/ explanatory texts in which I name a topic, supply some facts about the topic and provide some sense of closure.	I can use words and phrases acquired through conversations, reading and being read to and responding to texts, including using frequently-occurring conjunctions to signal simple relationships.	I can write informative/ explanatory texts to examine a topic with facts, definitions and details, convey ideas and information clearly, use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information and provide a concluding statement or section.	CL.W.p4.1; CL.W.p4.3; CL.W.p4.4; W.1.2; W.1.3; W.1.5; W.1.8; W.1.10; W.2.2; W.2.7; W.2.8; W. 2.11
A successful student can examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/dictating/writing.	I can use a combination of drawing, dictating and writing to compose opinion pieces in which, they tell a reader the topic or the name of the book I am writing about and state an opinion or preference about the topic or book.	I can write an opinion piece in which I introduce the topic or name the book I am writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.	I can write an opinion piece in which I introduce the topic or book I am writing about, state an opinion, supply reasons that support the opinion,	I can write opinion pieces on topics or texts, supporting a point of view with reasons and using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons and a concluding statement or section.	W.1.1; W.1.5; W.1.10; W.2.1; W.2.3; W.2.7

GRADE BAND
PRE-K-2

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS **History** (Competency 1) **Priority:** A successful student can describe how people have tried to improve their communities over time and draw conclusions about how choices have consequences.	I can identify necessary parts of my school/community.	I can explain why my school/community are important.	I can describe how people have tried to improve our school/community.	I can evaluate the changes that have been made in our school/community.	Standard 1: Benchmark 1.1. 1.2, 1.3, 1.4, 1.5
	I can identify choices and consequences in my life.	I can explain choices and consequences in my life.	I can recognize and evaluate significant choices and consequences that have impacted my life.	I can explain and evaluate significant choices and consequences that have impacted my future.	
	I can identify changes in my school/community.	I can explain changes in my school/community.	I can recognize and evaluate significant changes in my community.	I can analyze significant changes in my community.	
	I can identify improvements in my school/community.	I can explain improvements in my school/community.	I can recognize and evaluate improvements in my community.	I can analyze improvements in my community.	
Civics/Government (Competency 2) **Priority:** A successful student can describe roles and responsibilities of people in authority to recognize and evaluate relationships.	I can identify people of authority in my family.	I can identify people of authority in my school.	I can identify people of authority in my community.	I can identify people of authority in my state.	Standard 2: Benchmark 2.1, 2.2. 2.3, 2.4
	I can identify responsibilities for myself.	I can explain responsibilities for family members and peers.	I can explain responsibilities of people in authority.	I can compare responsibilities of people in authority.	
	I can identify roles for myself and family members.	I can explain roles for people at school.	I can explain roles for people in authority.	I can explain how all people play important role in the community.	
History (Competency 3) **Priority:** A successful student can compare perspectives of people in the past to those of people in the present and investigate and connect relationships to make a claim using evidence.	I can tell a story about myself.	I can identify who is telling a story.	I can identify the perspective of a story or informational text.	I can identify multiple perspectives of a story or informational text.	Standard 3: Benchmark 3.1, 3.2, 3.3, 3.4
	I can tell about something that happened in the past.	I can explain a past event.	I can explain an event from the past with details.	I can evaluate an event from the past and explain positive and negative impacts.	
	I can tell about something that is happening now.	I can explain a current event.	I can explain a current event with details.	I can evaluate a current event and explain positive and negative impacts.	
	I can compare different stages of my own life.	I can compare different stages of my family/school.	I can compare an event from the past to a current event with evidence of positive and negative impacts.	I can compare and analyze a past and present event in society.	

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS **Economics Priority** (Competency 4) A successful student can describe the goods and services people in the local community produce and those that are produced in other communities to analyze and draw conclusions about continuity and change over time.	I can identify wants and needs.	I can explain how wants and needs are met.	I can compare goods and services.	I can identify the benefits and costs of making personal decisions.	Standard 4: Benchmark 4.1, 4.2, 4.3, 4.4
	I can list resources I have at home.	I can identify resources I have at school.	I can explain resources in our community.	I can explain resources in our state.	
	I can identify goods.	I can compare goods and services.	I can describe goods and services produced in my community and other communities.	I can analyze how goods and services produced in my community and other communities have changed over time.	
	I can tell how the things I use and need change over time.	I can explain how goods and services change in a community.	I can compare how goods and services have changed over time.	I can analyze why goods and services have changed over time.	
Geography (Competency 5) **Priority:** A successful student can use maps, graphs, photographs and other representations to describe places important to them and the relationships and interactions that shape these places to analyze continuity and change over time.	I can draw a picture of a familiar place.	I can use a map key to locate places on a map.	I can construct maps, graphs and representations of familiar places.	I can compare maps, graphs, photographs and representations of places.	Standard 5: Benchmark 5.1, 5.2, 5.3, 5.4
	I can tell about a place that is important to me.	I can describe a place that is important to me with details.	I can explain how places change.	I can compare places from different time periods.	
	I tell how weather impacts me and my school.	I can explain how weather, climate and other environmental factors impact my school/ community.	I can explain how weather, climate and other environmental factors impact places and regions.	I can explain how cultures impact places and regions.	
	I can give examples of how I have changed.	I can explain how my school/ community has changed.	I can analyze changes in places in my school/ community.	I can draw conclusions about changes in my school/ community.	

GRADE BAND
PRE-K-2

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS **History** (Competency 6) Extended: A successful student can generate questions about individuals and groups who have shaped a significant historical change to investigate and connect examples of choices and consequences within contemporary issues.	I can answer simple questions about myself.	I can answer questions about others.	I can ask questions about individuals and groups.	I can classify and evaluate questions to ask individuals and groups.	Standard 1: Benchmark 1.1. 1.2, 1.3, 1.4, 1.5
	I can identify important people in my life.	I can explain the roles of significant people in our school.	I can explain the roles of significant people in our community.	I can explain the roles of significant people in our state.	
	I can identify choices and consequences in my life.	I can explain choices and consequences in my life.	I can recognize and evaluate significant choices and consequences that have impacted my life.	I can explain and evaluate significant choices and consequences that have impacted my future.	
	I can sort things that happened in the past and present.	I can compare things that happened in the past and present.	I can explain how choices have impacted consequences of past and present events.	I can analyze past and present events to explain choices and consequences.	
Civics/Government (Competency 7) **Extended:** A successful student can describe how communities work to accomplish common tasks, establish responsibilities and fulfill roles of authority to draw conclusions and evaluate the rights and responsibilities of people living in that society.	I can identify people of authority in my family.	I can identify people of authority in my school.	I can identify people of authority in my community.	I can identify people of authority in my state.	Standard 2: Benchmark 2.1, 2.2. 2.3, 2.4
	I can identify responsibilities for myself.	I can explain responsibilities for family members and peers.	I can evaluate responsibilities of people in authority.	I can analyze responsibilities of people in authority.	
	I can identify rights for myself.	I can explain rights for family members and peers.	I can evaluate rights of people in a community.	I can analyze rights of people in a community.	
	I can share, take turns, follow rules and work together to make decisions in our classroom.	I can give examples of democratic practices (fairness, respect, equality, voting).	I can describe democratic practices (fairness, respect, equality, voting) and draw conclusion on how these impact a community.	I can compare different types of democratic practices (democracy, dictatorship, anarchy) and draw conclusion on how these impact a community.	

HUMANITIES PERFORMANCE-BASED ASSESSMENT

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS **History** (Competency 8) **Extended:** A successful student can generate questions about individuals and groups who have shaped a significant historical change to acquire and organize information describing relationships between historical and contemporary events.	I can answer simple questions about myself.	I can answer questions about others.	I can ask questions about individuals and groups.	I can classify and evaluate questions to ask individuals and groups.	Standard 3: Benchmark 3.1, 3.2, 3.3, 3.4
	I can tell about something that happened in the past.	I can explain a past event.	I can explain an event from the past with details.	I can evaluate an event from the past and explain positive and negative impacts.	
	I can tell about something that is happening now.	I can explain a current event.	I can explain a current event with details.	I can evaluate a current event and explain positive and negative impacts.	
	I can sort things that happened in the past and present.	I can compare things that happened in the past and present.	I can describe with detail the relationship between a past and present event.	I can make connections about relationships between past and present events.	
Economics (Competency 9) **Extended:** A successful student can describe why people in one region trade goods and services with people in another region and the impact of goods and services on individuals and communities to connect continuity and change to a contemporary issue.	I can identify goods from the past and present.	I can compare goods and services from the past and present.	I can describe goods and services produced in my community and other communities from past and present.	I can analyze how goods and services from my community and other communities have changed over time.	Standard 4: Benchmark 4.1, 4.2, 4.3, 4.4
	I can tell where I live (address, city).	I can explain where I live (city, state) and compare it to another community.	I can compare goods and services produced in different regions.	I can compare goods and services produced in different parts of the world.	
	I can tell where I live (address, city).	I can identify changes in my school/community based on economic issues (money, savings, goods, services).	I can identify changes causing a local issue today based on economic issues (money, savings, goods, services).	I can evaluate changes causing a local issue today based on economic issues (money, savings, goods, services).	

Humanities	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
HGSS **Geography** (Competency 10) **Extended:** A successful student can describe how human activities affect the cultural and environmental characteristics of places or regions to investigate and connect relationships within contemporary issues.	I can sort different types of communities.	I can describe how people in different types of communities live.	I can compare how people in different types of communities live.	I can evaluate how people in different types of communities live.	Standard 5: Benchmark 5.1, 5.2, 5.3, 5.4
	I can sort human characteristics (language, religion, politics, economics).	I can give examples of human characteristics (language, religion, politics, economics).	I can describe how human characteristics (language, religion, politics, economics) connect to the cultural of a region.	I can analyze how human characteristics (language, religion, politics, economics) connect to the cultural of a region.	
	I can sort geographic characteristics (landforms, climate, resources).	I can give examples of geographic characteristics (landforms, climate, resources) in my school/ community.	I can describe geographic characteristics (landforms, climate, resources) of different regions.	I can analyze geographic characteristics (landforms, climate, resources) of different regions.	
	I can identify changes in my life/family based on human and geographic characteristics (movement of people, language, environment, land).	I can identify changes in my school/community based on human and geographic characteristics (movement of people, language, environment, land).	I can identify changes causing a local issue today based on human and geographic characteristics (movement of people, language, environment, land).	I can evaluate changes causing a local issue today based on geographic characteristics (movement of people, language, environment, land).	

STEAM

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Science **Engineering and Design** **Priority:** A successful student will demonstrate proficiency with engineering and design skills such as asking questions, making observations, sketching or drawing, and analyzing data across all sciences.	I can define a simple problem that can be solved.	I can define a simple problem that can be solved, ask questions and make observations.	I can define a simple problem that can be solved, ask questions and make observations to gather information about a situation people want to change.	I can develop a new or improved object or tool and analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	K-2-ETS1.1, K-2-ETS1-2, K-2-ETS1-3
	I can explore objects (blocks, legos, playdough, etc.and how they work together to create a design.	I can develop a simple sketch or drawing to illustrate how the shape of an object helps it function as needed to solve a given problem.	I can use my sketch or drawing to develop a physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.	I can use my physical model to plan/carry out tests, and consider how a model can be improved.	
Physical Science: **Forces and Interactions** **Priority:** A successful student will explore how pushes, pulls, gravity, magnetism and mechanical forces have different strengths, can change the speed or direction of an object's motion and can start or stop it.	I can explore the effects of common forces on objects (pushing a swing, pulling a wagon, kicking a ball, etc.).	I can plan and conduct investigations, planned by the teacher, with the effects of common forces on objects.	I can plan and conduct an investigation and compare the effects of common forces on objects.	I can create a design solution using common forces on objects and analyze the effects to determine if the design solution worked as intended to change the speed or direction of an object.	S.p3.1, S.p4.1, S.p4.2, PS2-2, K-PS2-1

GRADE BAND
PRE-K-2

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Science **Life Science:** **Structure and Function/ Interdependent Relationships in Ecosystems** **Priority:** A successful student will explore what organisms (plants and animals) need in order to live and grow.	I can use scientific vocabulary to ask and answer questions about objects, organisms and events in my environment.	I can use scientific vocabulary to describe how plant and animal parts and behavior patterns help them survive, grow and meet their needs.	I can create an artifact, such as a diorama, that illustrates my understanding that living things exist in different habitats, including what plants and animals (including humans) need to survive (sunlight, air, food and water).	I can use materials, including text and media, to design a solution to a human problem by mimicking how plants and/or animals use their external parts and behavior patterns to help them survive, grow, and meet their needs.	S.p3.3, S.p4.4, S.p2.8, S.p4.9, S.p4.5, K-LS1-1, 2-LS2-1, S.p4.9, K-ESS3-1, 1-LS1-1, 1-LS1-2, K-ESS2-2, 2-LS2-2, S.p4.10, K-ESS3-3, S.p4.12, S.p3.10, S.p4.8
	I can name ways in which the environment provides natural resources that are needed by people.	I can define a challenging problem or question resulting from this need and propose a logical solution that will reduce the impact of harmful actions.	I can construct an argument supported by evidence for how plants and animals (including humans) can change the environment.	I can create a prototype of a design that will help solve an environmental problem.	
Earth Space Science **Priority:** A successful student will ask questions, make observations and gather information about weather and weather patterns.	I can use weather-related vocabulary to describe and ask questions about weather I can observe.	I can observe, discuss and ask questions about changes in patterns of weather and seasons using common weather-related vocabulary.	I can work collaboratively to research and collect information about a type of weather I am interested in and communicate what I learn.	I can work collaboratively to identify a problem or an issue as a result of that weather, and create a plan or prototype to solve the problem.	S.p4.6, K-ESS2-1, S.p4.7, K-PS3-4, K-ESS3-2, S.p4.11, S.p3.5, S.p3.5, S.p3.9,
	I can talk about weather and how to respond to it.	I can observe and explain how plants, animals, and humans respond to changes in the environment and in seasons.	I can ask questions to obtain information and communicate about the purpose of forecasting the weather to prepare for, and respond to, different weather conditions.	I can work collaboratively to research and collect information about animals or plants that I am interested in, identify a problem or an issue regarding living beings and weather, and create a plan or prototype to solve the problem.	

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Science **Physical Science:** **Structures and Property of Matter** **Extended:** A successful student explores different kinds of matter and discovers many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties, different properties are suited to different purposes, and a great variety of objects can be built up from a small set of pieces.	I can classify different kinds of materials by their observable properties (solid, liquid or gas).	I can describe that different properties (solid, liquid, and gas) can be used for different purposes.	I can plan and conduct an investigation to describe and classify different kinds of materials by their observable properties (solid, liquid, and gas).	I can analyze data obtained from testing different materials to determine which materials have the properties (solid, liquid, and gas) that are best suited for an intended purpose.	2-PS1-1, 2-PS1-3, 2-PS1-4
	I can use small objects to design a new creation. (legos, blocks, playdough, etc.	I can construct and describe how a small set of objects can be disassembled and made into a new object.	I can make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object.	I can use technical writing to write instructions on how to disassemble an object and use the pieces to reassemble something new.	
	I can explore and observe how temperature can affect properties of matter.	I can describe how temperature can affect properties of matter.	I can plan and conduct and investigation to compare reversible and irreversible changes in matter.	I can construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.	
Waves **Extended:** A successful student will explore the properties of light and sound.	I can explore the effects of objects on light. (block, pass through, create shadows, redirect)	I can make observations and record the effects of light.	I can plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.	I can use tools and materials to design and build a device that uses light or sound to solve the problem.	ELP standards: EL.R.1.1, EL.R.2.1
	I can explore materials that produce a variety of sounds (musical instruments, pots and pans, blocks, voices, etc.	I can make observations and record the effects of sound.	I can plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.	I can use tools and materials to design and build a device that uses light or sound to solve the problem.	

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Science Earth Space Science: Space Systems **Extended:** A successful student will observe, describe, and predict patterns of the motion of the sun, moon and stars.	I can make observations at different times of year to relate the amount of daylight to the time of year.	I can observe and describe seasonal patterns as they are connected to the motion of the sun, moon, and stars.	I can make predictions using observations of the patterns of the sun, moon, and stars.	I can compare and contrast (verbally or in writing) the properties of the moon with the moon as it is portrayed in children's fictional literature (nursery rhymes, Good Night Moon or other stories).	1-PS4-1, 1-PS4-2, 1-PS4-3, 1-PS4-4, 1-ESS1-1, 1-ESS1-2, S.p3.2, S.p4.3
Earth Space Science: Earth's Systems **Extended:** A successful student will compare and test designs to show wind and water can change the shape of the land.	I can explore how wind and water can move objects and change their shape. (kites, windsocks, water play, water/sand table)	I can use information from several sources to provide evidence that Earth events can occur quickly or slowly.	I can develop a model to represent the shapes and kinds of land and bodies of water and where they can be found.	I can design and compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.	2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Counting and Cardinality **Overarching Competency:** A successful student can demonstrate an understanding of numbers with proficiency to rote count, order, compare, subitize, match objects to, and write numbers.					
Priority: A successful student can rote count, identify, and write numerals (within a given range).	I can rote count to 30 (Pre-K. CC.1, 3), to 100 (K.CC.1, 2) to 120 (1.NBT.1). I can identify numbers to 10 (Pre-K.CC.2.), identify and write numbers to 20 (K.CC.2), identify and write numbers to 120 (1.NBT.1).	**Priority:** A successful student can rote count, identify, and write numerals (within a given range). Pre-K. CC.1, 2, 3, KCC.1,2,3, 1.NBT.1	I can rote count to 30 (Pre-K. CC.1, 3), to 100 (K.CC.1, 2) to 120 (1.NBT.1). I can identify numbers to 10 (Pre-K.CC.2.), identify and write numbers to 20 (K.CC.2), identify and write numbers to 120 (1.NBT.1).		Pre-K. CC.1, 2, 3, KCC.1,2,3

GRADE BAND
PRE-K-2

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Counting and Cardinality **Priority:** A successful student can demonstrate the relationship between numbers and quantities starting with concrete representations and moving to the abstract (within a given range).	I can accurately match objects to rote counting with one-to-one correspondence . Pre-K.CC.4, K.CC.4				Pre-K. CC.4.(a-d), Pre-K.CC. 5. K.CC.4.(a-d), K.CC.5
	I can identify the number of concrete objects in various configurations to 10 (Pre-K.CC.5) and concrete and pictorial objects in various configurations to 20 (K.CC.5.).	I can represent a given number with concrete objects (K.CC.5).			
Priority: A successful student can compare numbers (within a given range).		I can identify greater than, less than, equal to within two groups of objects up to 10. Pre-K.CC.6, K.CC.6			Pre-K.CC.6, 7, 8, K.CC.6, 7
	I can subitize objects to five. Pre-K.CC.7				
		I can compare written numbers to five (Pre-K.CC.8) and numbers to 10 (Pre-K. CC.7).			

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Numbers in Base Ten **Overarching Competency:** A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.					
Priority: A successful student can demonstrate an understanding of composing and decomposing numbers (within a given range) using manipulatives, drawings and equations.	I can compose teen numbers. (K.NBT.1)	I can compose teen numbers in multiple concrete or pictorial ways. (K.NBT.1)	I can compose teen numbers in multiple concrete or pictorial ways and formulate an equation to record the composition. (K.NBT.1)		K.NBT.1
	I can decompose teen numbers in multiple concrete or pictorial ways. (K.NBT.1)	I can decompose teen numbers in multiple concrete or pictorial ways. (K.NBT.1)	I can decompose teen numbers in multiple concrete or pictorial ways and formulate an equation to record the decomposition. (K.NBT.1)		
Priority: A successful student will begin to demonstrate an understanding of whole number relationships and place value, including grouping tens and ones.	I can explain what tens/ones represent within teen numbers. (1.NBT.2, 2a.)				1 NBT.2(a-d)
		I can identify patterns in teen numbers and numbers with a zero (up to 100). (I.NBT.2b, 2c)			
		I can compose teen numbers. (1.NBT.2d)	I can flexibly compose teen numbers in multiple concrete or pictorial ways. (1.NBT.2d)		
		I can decompose teen numbers. (1.NBT.2d)	I can flexibly decompose teen numbers in multiple concrete or pictorial ways. (1.NBT.2d)		

GRADE BAND
PRE-K-2

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Numbers in Base Ten **Priority:** A successful student can rote count, identify, compare, and write numbers (within a given range).	I can rote count within 1,000. (2.NBT.2)	I can skip count by 2's, 5's, 10's within 1,000 and explain the pattern. (2.NBT.2)			1.NBT.3, 2.NBT.2, 3, 4
	I can identify and write numbers to 1,000 (2.NBT.3).	I can relate numbers to 1,000 using expanded form, unit form, base-ten numerals. (2.NBT.3).			
		I can compare two-digit numbers (1.NBT.3) and three-digit numbers (2.NBT.3) and report using relational symbols.			
Priority: A successful student can demonstrate an understanding of place value and show flexibility in composing and decomposing numbers (within a given range).	I can explain what hundreds/tens/ones represent within numbers. (2.NBT.1, 1a)				2.NBT.1 (a-c)
		I can identify patterns in three-digit numbers and numbers with two zeros (up to 1,000). (2.NBT.1b)			
		I can compose hundreds, tens and ones. (2.NBT.1c)	I can flexibly compose hundreds, tens and ones in multiple ways. (2.NBT.1c)		
		I can decompose hundreds, tens, and ones. (2.NBT.1c)	I can flexibly decompose hundreds, tens, and ones in multiple ways. (2.NBT.1c)		

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Numbers in Base Ten **Priority:** A successful student can show an understanding of place value and properties of operations to add and subtract in various ways (concrete models, equations, mental math).		I can add within 100 using concrete models, mental math, drawing and strategies. (I.NBT.4, 5)	I can add within 100 using concrete models, drawing and strategies and connect the strategy chosen to a written method. (I.NBT.4)	I can add within 100 using concrete models, drawing and strategies, connect the strategy chosen to a written method and explain my reasoning. (I.NBT.4a, 4b, 4c)	1.NBT.4(a-c), 5, 6, 2.NBT.6, 7, 8, 9
		I can subtract multiples of 10 (between 10-90) using concrete models, mental math, drawing and strategies. (I.NBT. 5, 6)	I can subtract multiples of 10 (between 10-90) using concrete models, drawing and strategies and connect the strategy chosen to a written method. (I.NBT.6)	I can subtract multiples of 10 (between 10-90) using concrete models, drawing and strategies and connect the strategy chosen to a written method and explain my reasoning. (I.NBT.6)	
		I can add up to four two-digit numbers using strategies based on place value and properties of operations. (2.NBT.6)			
		I can add within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction. (2.NBT.7, 8)	I can add within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction connect the strategy chosen to a written method. (2.NBT.7)	I can explain my reasoning for why addition strategies work using place value and the properties of operations and may support my answer with drawing or objects. (2.NBT.9)	
		I can subtract within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction. (2.NBT.7, 8)	I can subtract within 1,000 using concrete models, mental math, drawing and strategies based on place value, properties of operations and/or the relationship between addition/subtraction connect the strategy chosen to a written method. (2.NBT.7)	I can explain my reasoning for why subtraction strategies work using place value and the properties of operations and may support my answer with drawing or objects. (2.NBT.9)	

GRADE BAND
PRE-K-2

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Operations and Algebraic Thinking **Overarching Competency:** A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.					
Priority: A successful student can demonstrate an understanding of addition and subtraction with the use of objects, images or sounds.	I can demonstrate and represent addition and subtraction by using objects, fingers, drawings, sounds, expressions or equations. Pre-K.OA.1, K.OA.1	I can use addition and subtraction within 100 to solve word problems involving situations of adding to, taking from or apart and comparing. K.OA.2 1.OA.1,2 1.OA.5 2.OA.1	I can fluently add and subtract numbers within 10 using mental strategies and working with equal groups of objects. . 1.OA.6	I can fluently add and subtract numbers within 20 using mental strategies and working with equal groups of objects. 2.OA.2	Pre-K.OA.1, 2, 3, K.OA.1, 2, 3, 4,5, 1.OA.1, 2,6, 2.OA.1,2
	I can compose or decompose numbers, up to five, into pairs in more than one way. Pre-K.OA.2, K.OA.4	I can identify real-world patterns in numbers Pre-K. OA.3	I can decompose numbers up to 10 in pairs by using objects or drawings. K.OA.3		
			I can fluently add and subtract numbers up to five. K.OA.5		
Priority: A successful student will be able to apply properties of operation and the relationship between addition and subtraction.			I can apply properties of operation as strategies to add and subtract 1.OA.3, 4		1.OA.3, 4, 5
Priority: A successful student will identify equal groups of objects to gain foundations for multiplication.		I can determine odd or even numbers by pairing objects or counting by 2. 2.OA.3	I can use addition to find total number of objects arranged in a 5x5 table. 2.OA.4	I can work write an equation to express a sum of two groups of objects. 2.OA.3, 4	2.OA.3, 4
Extended: A successful student will be able to solve equations using addition and subtraction.			I can understand and solve equations involving addition and subtraction to determine if they are true or false. 1.OA.7, 8		1.OA.7, 8

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Measurement and Data **Overarching Competency:** A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.					
Priority: A successful student can describe and compare objects using measurable attributes.		I can describe and compare objects using measurable attributes Pre-K.MD.1, K.MD.1	I can compare two objects, with measurable attributes, to see which object has more or less of the attribute. Pre-K.MD.2, K.MD.2		Pre-K MD.1, 2 K MD.1, 2
Priority: A successful student will measure and estimate lengths in standard units	I can measure the length of an object by selecting the proper tool 2.MD.1	I can order three objects by comparing the lengths of two objects indirectly with a third 1.MD.1	I can express the length of an object by using multiple copies of a shorter object laid end to end 1.MD.2	I can measure and estimate measurement of objects using different length units 2.MD.2, 3	1 MD.1, 2 2 MD.1, 2, 3, 4
Extended: A successful student will be able to use addition and subtraction to solve problems using length while also interpreting and creating data points in multiple units.		I can identify coins and bills and their values 2.MD.9.	I can measure to determine how much longer one object is from another 2.MD.4	I can create a line plot using measured lengths of multiple objects (extended) 2.MD.10	2 MD.4,5, 6, 8, 9, 10, 11
			I can use addition and subtraction, up to 100, to solve word problems involving length in the same units 2.MD.5	I can draw bar and picture graphs to represent data (up to four categories) and compare data using graph (extended) 2.MD.11	
			I can represent whole numbers on a number line equally spaced within 100 2.MD.6		
			I can solve world problems involving money 2.MD.8		

GRADE BAND
PRE-K-2

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Geometry **Overarching Competency:** A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.					
Priority: A successful student will identify and describe shapes.	I can describe objects using names, shapes and relative positions to other objects Pre-K.G.1, K.G.1	I can correctly name shapes regardless of their orientation or overall size Pre-K.G.2, K.G.2	I can describe shapes as two dimensional or three dimensional K.G.3		Pre-K.G.1, 2, K.G.1, 2
Extended: A successful student will be able to analyze, compare and compose two- or three-dimensional shapes by building, drawing or modeling.		I can analyze, compare and sort shapes of different sizes and orientations Pre-K.G.3	I can analyze and compare two- or three-dimensional objects in different sizes and orientations and also describe using informal language K.G.4		Pre-K.G.3,4, 5 K.G.4, 5, 6
Extended: A successful student will be able to distinguish attributes of shapes and partition shapes into equal parts.		I can distinguish between defining attributes versus non-defining attributes 1.G.1	I can compose recognize and draw shapes with defining attributes 1.G.2, 2.G.1	I can compose shapes using different components and/ or other shapes (extended) K.G.5, 6	1.G.1, 2, 3 2.G.1, 2, 3
			I can partition circles and rectangles into equal parts and use proper language to describe the parts (i.e. halves, fourths etc) 1.G.3, 2.G.3		

STEAM PERFORMANCE-BASED ASSESSMENT

STEAM	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARD
Mathematics Fact Fluency **Priority:** A successful student can demonstrate the ability to quickly and accurately verbalize and compute fact fluency (within a range of numbers).			I can fluently add and subtract within 5. K.OA.5 I can apply mental strategies to fluently add within 20 and subtract within 10.1.OA.6 I can apply mental strategies to fluently add and subtract within 20. 2.OA.2 I can fluently add and subtract within 100 by choosing and applying various strategies.	I can connect knowledge of addition to beginning understanding of multiplication. 2.OA.2	K.OA.5, 1.OA.6, 2.OA.2, 2.NBT.5

Specials

Dance

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Dance Creating I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I am not yet able to communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can begin to communicate through creative movement by applying dance skills and language to Explore and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, and Revise learning through dance.	I can communicate through creative movement by applying dance skills and language to Explore, Plan, Revise, Excel in dance and learning.
Performing I can demonstrate the ability to apply skills and understanding of how dance communicates through Expression, Embodiment, and Presentation of artistic ideas and work for a performance.	I am not yet able to demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work.	I can begin to demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work.	I can demonstrate the ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work a performance.	I can demonstrate and explain my ability to apply skills and understanding of how dance communicates through expression, embodiment, and presentation of artistic ideas and work for a performance.
I can Analyze, Interpret, and Select dance works for a performance.	I am not yet able to analyze, interpret, and select dance works for a performance.	I can Analyze, Interpret, but not select dance works for a performance.	I can analyze, interpret, and select dance works for at least one performance.	I can analyze, interpret, and select dance works for more than one performance.
I can Realize, Develop, and Refine dance works for performance.	I am not yet able to realize, develop, and refine a dance work for a performance.	I can realize and develop, but not refine a dance work for performance.	I can realize, develop, and refine at least one dance work for performance that communicates.	I can realize, develop, and refine multiple dance works for performance that communicate.

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Dance Responding I can respond to dance by Analyzing, Interpreting, and Critiquing how dance conveys meaning.	I am not yet able to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can begin to respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning.	I can successfully respond to dance by analyzing, interpreting, and critiquing how dance conveys meaning and provide compelling rationale through demonstration.
I can Perceive and Analyze dance.	I am not yet able to perceive and analyze dance.	I can begin to perceive and analyze dance.	I can perceive and analyze dance.	I can perceive and analyze dance and apply that knowledge to communicating through an original creative movement.
I can Interpret intent and meaning of dance.	I am not yet able to interpret intent and meaning of dance.	To a limited degree, I can interpret intent and meaning of dance.	I can interpret intent and meaning of dance.	I can interpret intent and meaning of dance and apply that knowledge to communicating through an original creative dance piece.
I can Apply criteria to evaluating dance pieces.	I am not yet able to apply criteria to evaluating dance pieces.	To a limited degree, I can apply criteria to evaluating dance pieces.	I can apply criteria to evaluating dance pieces.	I can create and apply criteria for evaluating dance pieces.

GRADE BAND
PRE-K-2

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Dance Connecting				
I can connect personal meaning and external context to dance by Synthesizing, and Relating knowledge and personal experience to works of dance through and during the learning process.	I am not yet able to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.	I can begin to connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to works of dance through and during the learning process.	I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to at least one work of dance through and during the learning process.	I can successfully connect personal meaning and external context to dance by synthesizing, and relating knowledge and personal experience to multiple works of dance through and during the learning process.
I can Apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	I am not yet able to apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	I can apply historical but not societal and cultural contexts to dance related ideas, work, and creative movement.	I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement.	I can apply societal, cultural, and historical contexts to dance related ideas, work, and creative movement and demonstrate how these details help reveal information about the work and its context.

Health

The performance indicators articulate specifically what students should know or be able to do in support of each standard by the conclusion of the grade spans. The performance indicators serve as a blueprint for organizing student assessment.

Specials	PERFORMANCE INDICATORS
Health A successful student can comprehend concepts related to health promotion and disease prevention to enhance health.	• Identify that healthy behaviors impact personal health. • Recognize that there are multiple dimensions of health. • Describe ways to prevent communicable diseases. • List ways to prevent common childhood injuries. • Describe why it is important to seek health care.
A successful student can analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	• Identify how the family influences personal health practices and behaviors. • Identify what the school can do to support personal health practices and behaviors. • Describe how the media can influence health behaviors.
A successful student can demonstrate the ability to access valid information, products, and services to enhance health.	• Identify trusted adults and professionals who can help promote health. • Identify ways to locate school and community health helpers.
A successful student can demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	• Demonstrate healthy ways to express needs, wants, and feelings.;Demonstrate listening skills to enhance health. • Demonstrate ways to respond in an unwanted, threatening or dangerous situation. • Demonstrate ways to tell a trusted adult if threatened or harmed.
A successful student can demonstrate the ability to use decision-making skills to enhance health.	• Identify situations when a health-related decision is needed. • Differentiate between situations when a health-related decision can be made individually or when assistance is needed.
A successful student can demonstrate the ability to use goal-setting skills to enhance health.	• Identify a short-term personal health goal and take action toward achieving the goal. • Identify who can help when assistance is needed to achieve a personal health goal.
A successful student can demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	• Demonstrate healthy practices and behaviors to maintain or improve personal health. • Demonstrate behaviors that avoid or reduce health risks.
A successful student can demonstrate the ability to advocate for personal, family, and community health.	• Make requests to promote personal health. • Encourage peers to make positive health choices.

GRADE BAND
PRE-K-2

Media Arts

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Media Arts Creating I can create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work.	I can create but not able to communicate by applying the skills and language of a specific media arts form to conceive, develop, and construct artistic ideas and work.	I can create and communicate by applying the skills and language of a specific media art form to conceive, develop, and construct artistic ideas and work.	I can create and communicate in multiple media art forms by applying the skills and language of that form to conceive, develop, and construct artistic ideas and work.
I can generate, conceptualize, and organize media arts ideas	I am not yet able to generate, conceptualize, and organize media arts ideas.	I can generate and conceptualize, but not independently organize an idea into a media art work.	I can generate, conceptualize, and organize ideas in at least one media art form.	I can generate, conceptualize, and organize ideas through various media art forms.
I can refine and complete media art ideas	I am not yet able to refine and complete ideas into media art work.	I can begin to refine but not complete ideas into media art work.	I can refine and complete ideas into media art work.	I can refine and complete ideas through multiple media art forms.
Producing I can demonstrate the ability to apply the skills and understanding of how the media arts communicate ideas and work through integration, practice, and presentation.	I am not yet able to integrate forms and content, practice, and present media art works.	I can begin to integrate forms and content, practice, and present media art works.	I can integrate forms and content, practice, and present through at least one media art form.	I can integrate forms and content, practice, and present through more than one media art form.
I can analyze and interpret media art works.	I cannot yet analyze and interpret media art works.	I can analyze and interpret media art works to a limited extent.	I can analyze and interpret comfortably in at least one media art work.	I can analyze and interpret multiple forms of media art works for presentation.
I can realize, develop, and refine media art works for presentation.	I am not yet able to realize, develop, and refine media art works for presentation.	I can realize and begin to develop, but not refine media art works for presentation.	I can realize, develop, and refine in at least one media art form for presentation.	I can realize, develop, and refine in multiple media art forms for presentation that that communicates.

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Media Arts Responding I can demonstrate the ability to apply the skills and understanding of how the media arts communicate ideas and work through integration, practice, and presentation.	I am not yet able to integrate forms and content, practice, and present media art works.	I can begin to integrate forms and content, practice, and present media art works.	I can integrate forms and content, practice, and present through at least one media art form.	I can integrate forms and content, practice, and present through more than one media art form.
I can analyze and interpret media art works.	I cannot yet analyze and interpret media art works.	I can analyze and interpret media art works to a limited extent.	I can analyze and interpret comfortably in at least one media art work.	I can analyze and interpret multiple forms of media art works for presentation.
I can realize, develop, and refine media art works for presentation.	I am not yet able to realize, develop, and refine media art works for presentation.	I can realize and begin to develop, but not refine media art works for presentation.	I can realize, develop, and refine in at least one media art form for presentation.	I can realize, develop, and refine in multiple media art forms for presentation that that communicates.
Connecting I can connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I am not yet able to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can begin to connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can successfully connect personal meaning and external context to media arts by synthesizing and relating through and during the art-making process.	I can successfully connect personal meaning and external context to more than one media arts form by synthesizing and relating through and during the art-making process.
I can synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I am not yet able to synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can relate knowledge and personal experience to artistic ideas for media art works but not synthesize those into a media art work.	I can synthesize and relate knowledge and personal experience to artistic ideas for media art works.	I can synthesize and relate knowledge and personal experience to artistic ideas through multiple forms of media art works.
I can apply societal, cultural, and historical contexts to ideas media art work.	I am not yet able to apply societal, cultural, and historical contexts to media art work.	I can apply at least one of the following, societal, cultural, and/or historical contexts to media art work.	I can apply societal, cultural, and historical contexts to at least one form of media art work.	I can apply societal, cultural, and historical contexts to more than one form of media art.

GRADE BAND
PRE-K-2

Music

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music Creating				
I can create and communicate by applying the skills and language of music to Imagine, Plan, and Make musical ideas and work.	I am not yet able to create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine and plan but not yet make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work.	I can create and communicate by applying the skills and language of music to imagine, plan, and make musical ideas and work, while creating work that shows the culmination of a process of creation and communication.
I can Generate, Develop, and Organize musical ideas.	I am not yet able to generate, develop, and organize musical ideas.	I am beginning to develop the skills and knowledge needed to generate, develop, and organize musical ideas.	I can generate, develop, and organize musical ideas.	I can generate, develop, and organize musical ideas for more than one musical genre.
I can create by applying the skills and language of music to Evaluate, Refine, and Present musical ideas and work.	I am not yet able to create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I am beginning to create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I can create by applying the skills and language of music to evaluate, refine, and present musical ideas and work.	I can create by applying the skills and language of music to evaluate, refine, and present original musical ideas and work using expertise, context, and expressive intent to influence creative choices.
I can Reflect upon and Refine musical ideas and work.	I am not yet able to reflect upon and refine musical ideas and work.	I can reflect upon but not yet able to independently refine musical ideas and work.	I can reflect upon and refine musical ideas and work.	I can reflect upon and refine musical ideas and work for more than one musical genre.
I can Present original musical ideas and work.	I am not yet able to present original musical ideas and work.	I am experimenting with creating and presenting original musical ideas and work.	I can present original musical ideas and work.	I can create and present more than one original musical idea and work.

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music Performing				
I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through Selection, Analysis, and Interpretation.	I am not yet able to demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation.	I am beginning to find the ability to apply skills and communicate musical ideas and work through selection, analysis, and interpretation.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of at least one musical genre.	I can demonstrate the ability to apply skills and effectively communicate musical ideas and work through selection, analysis, and interpretation of more than one musical genre.
I can Select musical works based on interest, knowledge, technical skill and context.	I am not yet able to select musical works based on interest, knowledge, technical skill and context.	I am beginning to learn how to select musical works based on interest, knowledge, technical skill and context.	I can select musical works based on interest, knowledge, technical skill and context.	I can select and perform musical works based on interest, knowledge, technical skill and context.
I can Analyze the structure and context of musical works.	I am not yet able to analyze the structure and context of musical works.	I am beginning to analyze the structure and context of musical works.	I can analyze the structure and context of musical works.	I can analyze and demonstrate the structure and context of musical works.
I can Develop personal interpretations of musical works.	I am not yet able to develop personal interpretations of musical works.	I am beginning to develop personal interpretations of musical works.	I can develop personal interpretations of musical works.	I can develop personal interpretations of musical works and perform based on those interpretations.
I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I am not yet able to demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I am beginning to demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.	I can demonstrate the ability to apply skills and effectively communicate through the process of Rehearsing, Evaluating, Refining, and Performing musical works.
I can Evaluate and Refine personal and ensemble performances.	I am not yet able to evaluate and refine personal and ensemble performances.	I am beginning to learn how to evaluate and refine personal and ensemble performances.	I can evaluate and refine personal and ensemble performances.	I can evaluate and refine personal and ensemble performances of various genre.
I can Perform expressively and accurately with appropriate interpretation.	I am not yet able to perform expressively and accurately with appropriate interpretation.	I am beginning to perform expressively and accurately with appropriate interpretation.	I can perform expressively and accurately with appropriate interpretation.	I can perform various genre of music expressively and accurately with appropriate interpretation.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Music Responding I can respond to music by Selecting, Analyzing, Interpreting and Evaluating, how music conveys meaning.	I am not yet able to respond to music by selecting, analyzing, interpreting and evaluating, how music conveys meaning.	I can respond to music I have selected, but still learning how to analyze, interpret and evaluate how this music conveys meaning.	I can respond to music by Selecting, analyzing, interpreting and evaluating, how music conveys meaning.	I can successfully respond to multiple music genre by selecting, analyzing, interpreting and evaluating, how music conveys meaning and provide compelling rationale.
I can Select musical works for a variety of purposes.	I am not yet able to select musical works for a variety of purposes.	I can select a musical work or works for at least one purpose.	I can select musical works for a variety of purposes.	I can select musical works for a variety of purposes and provide rationale for selection.
I can Perceive and Analyze musical works.	I am not yet able to perceive and analyze musical works.	To a limited degree, I can perceive and analyze musical works.	I can perceive and analyze musical works.	I can perceive and analyze musical works and provide rationale.
I can Interpret intent and meaning of musical works.	I am not yet able to interpret intent and meaning of musical works.	I am beginning to interpret intent and meaning of musical works.	I can interpret intent and meaning of musical works.	I can interpret intent and meaning of musical works and provide rationale.
I can Apply criteria to evaluating musical works.	I am not yet able to apply criteria to evaluating musical works.	I am beginning to learn how to apply criteria to evaluating musical works.	I can apply criteria to evaluating musical works.	I can create and apply criteria to evaluating musical works.
Connecting I can Connect personal meaning and external context to music through and during the music learning process.	I am not yet able to connect, personal meaning and external context to music through and during the music learning process.	I can begin to connect, personal meaning and external context to music through and during the music learning process.	I can connect, personal meaning and external context to music through and during the music learning process.	I can connect, personal meaning and external context to music through and during the music learning and making process.
I can Synthesize and Relate knowledge and personal experience to musical ideas and work.	I am not yet able to synthesize and relate knowledge and personal experience to musical ideas and work.	I am beginning to synthesize and relate knowledge and personal experience to musical ideas and work.	I can synthesize and relate knowledge and personal experience to musical ideas and work.	I can synthesize and relate knowledge and personal experience to musical ideas and work in and through the music making process.
I can Apply societal, cultural, and historical contexts to musical ideas and work.	I am not yet able to apply societal, cultural, and historical contexts to musical ideas and work.	I am beginning to relate and apply societal, cultural, and historical contexts to musical ideas and work.	I can apply societal, cultural, and historical contexts to musical ideas and work.	I can apply societal, cultural, and historical contexts to musical ideas and work of various genre.

PE

Scope and Sequence for K-12 Physical Education

LEGEND

E = Emerging.
Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.

M = Maturing.
Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.

A = Applying.
Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes within a variety of physical activity environments.

PE STANDARD 1. Motor skills and movement patterns	Kinder-garten	Grade 1	Grade 2
Hopping	E	M	A
Galloping	E	M	A
Running	E	→	M
Sliding	E	M	A
Skipping	E	→	M
Leaping		E	→
Jumping and Landing	E	→	→
• Jump rope	E	→	→
Balance	E	→	→
Weight Transfer			E
Rolling	E	→	→
Curling and stretching	E	→	M
Twisting and bending		E	M
Throwing			
• Underhand	E	→	M
• Overhand	E	→	→
Catching	E	→	→

PE STANDARD 1. Motor skills and movement patterns	Kinder-garten	Grade 1	Grade 2
Dribbling/ball control			
• Hands	E	→	→
• Feet		E	→
Kicking	E	→	→
Volleying			
• Underhand	E	→	→
Striking - with short implement	E	→	→
Striking - with long implement			E
Combining balance and weight transfers			E

PE STANDARD 2. Motor skills and movement patterns	Kinder-garten	Grade 1	Grade 2
Movement concepts, principles and knowledge	E	→	→

PE STANDARD 3. Health-enhancing level of fitness and physical activity	Kinder-garten	Grade 1	Grade 2
Physical activity knowledge	E	→	→
Engages in physical activity	E	→	→
Fitness knowledge	E	→	→
Nutrition	E	→	→

PE STANDARD 4. Responsible personal and social behavior	Kinder-garten	Grade 1	Grade 2
Demonstrating personal responsibility	E	→	→
Accepting feedback	E	→	→
Working with others	E	→	→
Following rules and etiquette			E
Safety	E	→	M

PE STANDARD 4. Responsible personal and social behavior	Kinder-garten	Grade 1	Grade 2
For health			E
For challenge			E
For self-expression/ enjoyment	E		
For social interaction			

Theatre

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has not yet made progress in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre Creating I can create and communicate by applying the skills and language of theatre through Envisioning, Conceptualizing, Developing, and Rehearsing artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas and work.	I am beginning to create and communicate by applying the skills and language of theatre by envisioning, conceptualizing, developing, and rehearsing artistic ideas and work.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through at least one theatrical performance.	I can create and communicate by applying the skills and language of theatre through envisioning, conceptualizing, developing, and rehearsing artistic ideas through more than one theatrical performance.
I can Organize artistic ideas for theatre.	I am not yet able to organize artistic ideas for theatre.	I can begin to organize artistic ideas for theatre.	I can organize artistic ideas for theatre.	
I can Refine and Complete artistic ideas through a theatrical performance.	I am not yet able to refine and complete artistic ideas through a performance.	I can begin to refine but not complete artistic ideas for a successful theatrical performance.	I can refine and complete artistic ideas successfully for a theatrical performance.	I can refine and complete artistic ideas successfully for more than one theatrical performance.

GRADE BAND
PRE-K-2

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre Performing				
I can demonstrate the ability to apply the skills and understanding of how theatre communicates through Selection, Preparation, Sharing, and Presentation of artistic ideas and work.	I am not yet able to demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through preparation and sharing, but not through selection and presentation of artistic ideas and work.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work through at least one performance.	I can demonstrate the ability to apply the skills and understanding of how theatre communicates through selection, preparation, sharing, and presentation of artistic ideas and work through more than one performance.
I can Reflect on, Interpret, and Select artistic works for presentation.	I am not yet able to reflect on, interpret, and select artistic works for presentation.	I can reflect on, begin to interpret, but not select an artistic work for presentation based on a specific purpose.	I can reflect on, interpret, and select an artistic work for presentation based on a specific purpose.	I can reflect on, interpret, and select artistic works for presentation based on a specific purpose for each work.
I can Realize, Develop, and Refine artistic works for presentation.	I am not yet able to realize, develop, and refine artistic works for presentation.	I can realize and develop, but not refine artistic works for presentation.	I can realize, develop, and refine artistic works for presentation.	I can realize, develop, and refine multiple artistic works for a performance that successfully communicates.
Responding				
I can respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I am not yet able to respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I can begin to respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.	I can respond to theatre by Reflecting, Interpreting, and Evaluating how at least one production conveys meaning.	I can respond to theatre by Reflecting, Interpreting, and Evaluating how productions convey meaning.
I can Perceive and Evaluate theatrical work.	I am not yet able to perceive and evaluate theatrical work.	I can begin to perceive and evaluate theatrical work.	I can perceive and evaluate theatrical work.	I can perceive and evaluate theatrical work and provide compelling rationale to support.
I can Interpret intent and meaning of theatrical work.	I am not yet able to interpret intent and meaning of theatrical work.	To a limited degree, I can interpret intent and meaning of theatrical work.	I can interpret intent and meaning of theatrical work.	I can interpret intent and meaning of theatrical work and provide compelling and creative support for alternative interpretation.
I can apply criteria when evaluating theatrical work.	I am not yet able to apply criteria when evaluating theatrical work.	I can begin to apply criteria when evaluating theatrical work.	I can apply criteria when evaluating theatrical work.	I can create and apply criteria for evaluating theatrical work.

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Theatre Connecting I can connect personal meaning and external context to theatre by Empathizing, Interrelating, and Researching works.	I am not yet able to connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can begin to connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can successfully connect personal meaning and external context to theatre by empathizing, interrelating, and researching works.	I can successfully connect personal meaning and external context to multiple theatrical pieces by empathizing, interrelating, and researching those works.
I can Synthesize and Relate knowledge and personal experience to theatrical ideas and work.	I am not yet able to synthesize and relate knowledge and personal experience to theatrical ideas and work.	I can begin to synthesize and relate knowledge and personal experience to theatrical ideas and work.	I can synthesize and relate knowledge and personal experience to ideas and at least one theatrical work.	I can synthesize and relate knowledge and personal experience to multiple theatrical ideas and works.
I can Apply societal, cultural, and historical contexts to theatrical ideas and work.	I am not yet able to apply societal, cultural, and historical contexts to theatrical ideas and work.	I am beginning to apply societal, cultural, and historical contexts to theatrical ideas and work.	I can apply societal, cultural, and historical contexts to theatrical ideas and work.	I can apply societal, cultural, and historical contexts to theatrical ideas and work and successfully perform the role of a character in that work.

Visual Arts

This rubric measures the degree to which each competency has been met. Sufficient evidence is intended to indicate that a student has met the competency. Strong evidence indicates that a student has gone above and beyond the competency. While limited evidence indicates they have not quite met the competency, no evidence indicates the student has made no effort in meeting the competency.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts Creating I can create and communicate by applying the skills and language of a specific visual arts form to Investigate, Plan, and Make artistic ideas and work.	I am not yet able to create and communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create but not able to communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create and communicate by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.	I can create and communicate in multiple visual art forms by applying the skills and language of a specific visual art form to investigate, plan, and make artistic ideas and work.
I can generate, conceptualize, and organize artistic ideas.	I am not yet able to generate, conceptualize, and organize artistic ideas.	I can generate and conceptualize, but not organize artistic ideas.	I can generate, conceptualize, and organize artistic ideas.	I can generate, conceptualize, and organize multiple artistic ideas.
I can refine and complete artistic ideas.	I am not yet able to refine and complete artistic ideas.	I can refine but not complete artistic ideas.	I can refine and complete artistic ideas.	I can refine and complete multiple artistic ideas.
I can create by applying the skills and language of a specific visual arts form to Reflect, Refine, and Continue with artistic ideas and work.	I am not yet able to create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills (elements) but not the language (principles) of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create by applying the skills and language of a specific visual art form through reflecting, refining, and continuing with artistic ideas and work.	I can create in multiple visual art forms by applying the skills and language of that visual art form through reflecting, refining, and continuing with artistic ideas and work.

SPECIALS PERFORMANCE-BASED ASSESSMENT

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts Presenting				
I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I am not yet able to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate but not able to apply this to Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how the visual arts communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.	I can demonstrate the ability to apply the skills and understanding of how multiple visual arts forms communicate through Selection, Analyzation, and Sharing of artistic ideas and work for presentation.
I can interpret artistic works for presentation.	I am not yet able to interpret artistic works for presentation.	I can interpret at least one artistic work for presentation.	I can interpret more than one artistic work for presentation.	I can interpret multiple artistic works for presentation.
I can realize, develop, and refine artistic works for presentation.	I am not yet able to realize, develop, and refine artistic works for presentation.	I can realize and develop, but not refine artistic works for presentation.	I can realize, develop, and refine artistic works for presentation.	I can realize, develop, and refine multiple artistic works for an exhibition that communicates.
Responding				
I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I am not yet able to successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can begin to respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning.	I can successfully respond to the visual arts by Perceiving, Analyzing, and Interpreting how artworks convey meaning, and provide compelling rationale.
I can interpret intent and meaning of artistic work.	I am not yet able to interpret intent and meaning of artistic work.	I can begin to interpret intent and meaning of artistic work.	I can interpret intent and meaning of artistic work.	I can interpret intent and meaning of artistic work and provides compelling rationale to support.
I can apply criteria to analyzing and interpreting artistic work.	I am not yet able to apply criteria to analyzing and interpreting artistic work.	To a limited degree, I can apply criteria to analyzing and interpreting artistic work.	I can apply criteria to analyzing and interpreting artistic work.	I can apply criteria to analyzing and interpreting artistic work and provide additional support for my interpretation.

Specials	NO EVIDENCE - 1 Degree to which competency has been met.	LIMITED EVIDENCE - 2 Degree to which competency has been met.	SUFFICIENT EVIDENCE - 3 Degree to which competency has been met.	STRONG EVIDENCE - 4 Degree to which competency has been met.
Visual Arts Connecting				
I can successfully connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.	I am not yet able to connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.	I can begin to connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.	I can successfully connect, personal meaning and external context to the visual arts by Relating, Perceiving, Analyzing, and Interpreting to works of art through and during the art-making process.	I can successfully connect, personal meaning and external context to multiple visual arts by Relating, Perceiving, Analyzing, and Interpreting to works through and during the art-making process.
I can synthesize and relate knowledge and personal experience to artistic ideas and artistic work	I am not yet able to create a work of art that communicates about events in home, school or community life.	I can create a work of art that begins to communicate about events in home, school or community life.	I can create a work of art that clearly communicates about events in home, school or community life.	I can create works of art that clearly communicates in-depth about events in home, school, and/or community life.
I can apply societal, cultural, and historical contexts to artistic ideas and artistic work	I am not yet able to compare and contrast details in art works from different times or places to determine their uses.	I can compare and contrast details in art works from different times or places but am not able to determine their uses based on their context.	I can compare and contrast details in art works from different times or places and explain how these details help reveal information about the work.	I can compare and contrast multiple details in art works from different times or places and thoroughly explains how these details help reveal information about the work and its context.

Library Media

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Value: A successful student can distinguish between the roles of author and illustrator.	I can recognize, with assistance, an author or illustrator.	I can define the role of an author and illustrator.	I can compare and contrast the roles of an author and illustrator.	I can recognize myself as an author and illustrator.	G2.1.1, G2.1.3, G2.1.5
A successful student can identify the elements of a story: characters, problem, setting, main idea and put the story in order with a beginning, a middle and an end.	I can list the elements of the story.	I can distinguish between different story elements.	I can use story elements to make inferences about the story.	I can create a story using the different story elements.	G2.1.1, G2.1.3, G2.1.5
	I can recognize that stories have a beginning, middle and end.	I can organize a story into its beginning, middle and end.	I can develop logical reasons why parts of the story can be found at the beginning, middle or end of the story.	I can create a story with a clear beginning, middle and end.	

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information as Exploration:					
A successful student can access and use the library media center resources with assistance.	I can state the library is where I can borrow books.	I can understand that the library provides organized access to resources.	I can develop a logical reason for using the library and find resources with assistance.	I can apply knowledge of the library to find resources.	G2.1.10, G2.2.1, G2.2.2, G2.2.4, G2.2.6, G2.2.7
A successful student can explain the difference between fiction and nonfiction material.	I can explain the difference between fiction and nonfiction.	I can organize materials into fiction and nonfiction categories.	I can compare and contrast fiction and nonfiction.	I can create fiction and nonfiction products.	G2.1.10, G2.2.1, G2.2.2, G2.2.4, G2.2.6, G2.2.7
A successful student can seek and evaluate information resources related to personal interest.	I can express desire to learn about a topic of interest.	I can tell about information learned about a topic of interest.	I can compare new knowledge about a topic of interest.	I can synthesize new knowledge about a topic of interest resulting in new personal schema.	G2.1.10, G2.2.1, G2.2.2, G2.2.4, G2.2.6, G2.2.7
	I can recognize that there are good and bad sources to use when finding the answer to a information need.	I can distinguish between a good and a bad source to use to meet a particular information need.	I can investigate to judge if information can be trusted.	I can critique a source using simple criteria to determine if it will meet a particular information need.	

LIBRARY MEDIA PERFORMANCE-BASED ASSESSMENT

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Research and Inquiry: A successful student can use the library resources to seek answers to their questions via reading, listening, viewing and drawing conclusions from prior knowledge.	I can listen for information that helps answer questions. I can view information to help answer questions.	I can integrate my prior knowledge with research in order to find answers to questions.	I can find information to answer questions by using my prior knowledge, listening to others, and reading various library resources.	I can expand questions and/or apply answers to other content areas or life experiences.	G2.3.1, G2.3.3, G2.3.4
A successful student can follow the steps of a basic problem solving model with peers.	I can work with my peers to identify the problem.	I can work with my peers to identify and analyze various problem solving strategies.	I can cooperatively execute all of the steps in the problem solving model.	I can discuss multiple ways to address the problem and apply those methods to other situations.	G2.3.1, G2.3.3, G2.3.4

GRADE BAND
PRE-K-2

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information Authority: A successful student can use library materials to locate and identify accurate information related to a particular problem or question.	I can identify resources with appropriate factual information for a specific problem or question.	I can classify sources of information as relevant for a particular problem or question.	I can select and apply information from a variety of selected resources to solve a problem or question.	I can adapt resources and information to solve additional questions or problems.	G2.4.1, G2.4.2
Information Format: A successful student can use a variety of sources to gain information and share their new knowledge in a variety of ways.	I can, with assistance, use different sources of current information: print, non-print and digital.	I can select relevant resources for a particular purpose/topic.	I can select and use relevant resources for a particular purpose/topic.	I can independently use different sources of current information: print, non-print and digital.	G2.5.1, G2.5.4, G2.5.8
	I can share my learning.	I can present my learning.	I can create a project to share my knowledge.	I can independently use digital resources to gather information.	
				I can use multiple formats to present new knowledge.	
A successful student can apply Internet Safety rules.	I can remember Internet safety rules.	I can discuss Internet safety rules with others	I can use technology responsibly.	I can explain why safe use of technology is important.	G2.5.1, G2.5.4, G2.5.8
			I can explain why safety is important when using the Internet.	I can use technology independently and responsibly.	

LIBRARY MEDIA PERFORMANCE-BASED ASSESSMENT

Library Media	**PHASE 1:** Recall and Reproduction	**PHASE 2:** Basic Application of Skills and Concepts	**PHASE 3:** Strategic Thinking	**PHASE 4:** Extended Thinking	**STANDARDS**
Information as Conversation: A successful student can give credit to a source using a simple bibliography.	I can recognize the importance of respect for the work of others	I can discuss with others the importance of respect for the work of others when using it.	I can explain the need to give credit to a source. I can, with assistance, create a simple bibliography.	I can independently use simple/basic citation rules for print resources. I can independently use simple/basic citation rules for digital resources.	G2.6.5, G2.6.1, G2.6.2
A successful student can combine new knowledge with prior knowledge and share in their own words.	I can listen to new information and discuss what I have learned.	I can connect prior knowledge. I can contribute to discussions. I can listen to and restate the ideas of peers.	I can use a variety of sources to organize data and information. I can incorporate new ideas into my thinking and restate them in my own words.	I can use digital tools to present data and information. I can share knowledge by making different products.	G2.6.5, G2.6.1, G2.6.2

Grade Band Pre-K-2

Essential Elements (EE)

Assessment

All students are taught academic content for their enrolled grade level. Students who have the most significant cognitive exceptionalities mostly take the alternate assessments and may need content aligned to alternate academic achievement standards. These standards are aligned with the general education content standards with reduced depth, breadth and complexity. Competencies for this population are the same as for students following the general education curriculum. However, the learning targets and measurement tables for this population align to the alternate academic achievement standards.

Students who have the most significant cognitive exceptionalities, who are eligible for an alternate assessment, work from the alternate academic achievement standards. The DLM Essential Elements (2020) allow students access to instruction aligned to grade level academic content. Goals and instruction listed in the IEP for these students are linked to the enrolled grade level DLM Essential Elements (2020). Access to challenging academic content aligned with grade-level standards is a priority so learning gaps do not widen. Students who demonstrate mastery of level 3 or 4 competencies may not be appropriately challenged when working from the Essential Elements. Providing a continuum between the level 4 skill on the Essential Elements Competency Rubric and the level 1 skill on the Competency Rubric (2019) for each grade band will assist those students in the transition to the Kansas competencies/state standards.

This section of the guidance document seeks to support educators as they consider ways to develop, refine and/or implement a comprehensive, balanced and cohesive approach to meaningfully assess student learning in a competency-based model. When thinking about mastery, a multiple-measures approach can be useful and may include a variety of assessments, ranging from the use of rubrics that focus on the depth of a student's understanding to nationally normed assessments by age and/or ability to state accountability assessment systems. What follows as guidance to consider may be best conceptualized by thinking of it from the perspective of assessing student learning.

Performance-Based Assessment and the Use of Rubrics

- **Continuity and Comprehensive Approach:** The grade-band teams from Phase I of this project developed both the competencies and a set of performance-based "I can …" rubrics.
  - SECD, specials, electives and CTE are also included for your consideration and inclusion in assessing broader STEAM and Humanities competencies.
- **Interpretation of Performance Levels:** These rubrics contain four performance levels that include "I can …" statements that intend to reflect the various stages of what students know and are able to do through progressive depths of each competency. Ideally, students move to and through each of the levels from left to right, but this may take place at different times for each student. Webb's Depth of Knowledge (DOK) is included as a familiar reference to help support the development of instruction in a leveled manner.
  - **Level 1** may be thought of as introducing or beginning/DOK: Recall and Reproduce
  - **Level 2** may be thought of as developing or emerging/DOK: Application and Reasoning
  - **Level 3** may be thought of as demonstrating or creating/DOK: Strategic Thinking
  - **Level 4** may be thought of as extending or enriching/DOK: Extended Thinking

  NOTE: Levels 1-4 are not intended to predict Kansas State Assessment scores.

Levels Explanation

Webb's Depth of Knowledge: Use to Align "A successful student can ..." Statements to Appropriate Performance Level

Performance Level	I can ...	
Level 1	Recall and Reproduction • Recall a fact, term, definition, principle or concept; perform a simple procedure. • Items typically specify what the student is to do, which is often to carry out some procedure that can be performed mechanically. • Recall of a fact, information, definition, term or performance of a process or procedure.	
Level 2	Basic Application of Skills and Concepts • Apply conceptual knowledge: ◦ Use provided information to select appropriate procedures for a task. ◦ Perform two or more steps with decision points along the way. ◦ Solve routine problems; organize or display data. ◦ Interpret or use simple graphs. • Items require students to make some decisions as to how to approach the question or problem. These actions imply more than one mental or cognitive process/step. • Includes the engagement of some mental processing beyond recalling or reproducing a response.	
Level 3	Strategic Thinking • Apply reasoning, using evidence, and developing a plan to approach or solve abstract, complex or nonroutine problems; interpret information and provide justification when more than one approach is possible. • Items require students to justify the responses they give and may have more than one possible answer. • Requires deep understanding as exhibited through planning, using evidence, and more demanding cognitive reasoning. The cognitive demands are complex and abstract.	**This is the target**
Level 4	Extended Thinking • Perform investigations or apply concepts and skills that require research and problem solving across content areas or multiple sources. • Items require students to bring together skill and knowledge from various domains. Due to the complexity of cognitive demand, this level often requires an extended period to answer. A DOK 4 is first a DOK 3 with added connections. • Requires high cognitive demand and is very complex. Students are expected to make connections and relate ideas within the content or among areas - and have to select or devise one approach among many alternatives on how the situation can be solved.	

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	**F**amily and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology
LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

EE ELA

A successful student can demonstrate that they understand that written letters represent specific sounds in words.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to single-syllable words with the same beginning sound by vocalizations, gestures, physical movement, eye gaze, etc.	I can select single-syllable spoken words by gestures, eye gaze, physical movement, vocalizations, etc.that are paired with a picture, object or tactile graphic.	I can identify a single-syllable spoken word with the same beginning sound as a familiar word with guidance and support.	I can read a single-syllable word with the same beginning sound as a familiar word.	EE.RF.K.2.c EE.RF.1.2.c

A successful student can demonstrate that they understand and can manipulate sounds and letters that make up words.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to word/picture/object pairs that rhyme through eye gaze, vocalizations, verbal, body movements, gestural, etc.	I can identify familiar rhymes by vocalizations, gestures, eye gaze when presented with a picture or objects.	I can recognize rhyming words with guidance and support.	I can recognize rhyming words.	EE.RF.K.2.a; EE.RF.1.2.a
I can attend to spoken words when presented with object, picture or tactile graphic by vocalizations, gesture, eye widening, touch, pointing, etc.	I can identify familiar words by vocalizations, gestures, eye gaze or touch when presented with a picture, objects or tactile graphics, etc.	I can recognize the number of words in a spoken message with guidance and support.	I can recognize the number of words in a spoken message.	EE.RF.K.2.b.
I can attend to individual sounds in one-syllable words when presented with the first letter of the word (or word/picture, object, tactile graphic, etc.by vocalizations, eye gaze, body movement, gestures, etc.	I can select individual sounds in one syllable words when presented with the first letter of the word (or word/picture, tactile graphic, etc. by vocalizations, eye gaze, body movement, gestures, etc.	I can match orally presented segmented phonemes to pictures or words and substitute individual sounds in simple, one-syllable words to make new words with guidance and support.	I can match orally presented segmented phonems to pictures and substitute individual sounds in simple, one-syllable words to make new words.	EE.RF.1-2.b EE.RF.1.2.d
I can attend to letters of the alphabet using vocalizations, eye gaze, body movement, gestures when presented with letter/picture, object or tactile graphic pairings.	I can identify letters of the alphabet using vocalizations, eye gaze, body movement, gestures when presented with letter/picture, object or tactile graphic pairings with guidance and support.	I can identify the lower case letters of the alphabet; identify letter sound correspondence for single consonants; and recognize 10 or more written words.	I can use letter-sound knowledge to read words.	EE.RF.2.3

A successful student can demonstrate the ability to comprehend, analyze and evaluate increasingly complex texts.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to a picture of myself paired with my name using vocalizations, eye gaze, physical prompt, touch, gesture, etc.	I can select my name when paired with my picture using vocalizations, eye gaze, physical movement, touch, page sticks, etc.from a choice of two to three.	I can recognize first letter of own name in print with guidance and support.	I can recognize first letter of own name in print.	EE.RF.K.3.a
I can attend to familiar environmental signs paired with symbols and print (e.g., Casey's, WalMart, Burger King, etc. using vocalizations, gesture, touch, verbalizations, eye contact, body movement, etc.	I can match familiar environmental signs paired with symbols and print (e.g., Casey's, WalMart, Burger King, etc.	I can recognize familiar environmental signs (e.g., Casey's, WalMart, Burger King, etc.with guidance and support.	I can recognize environmental print (e.g., Casey's, WalMart, Burger King, etc.	EE.RF.K.3.c
I can attend to the organization of a book and basic features of print using vocalizations, eye gaze, gestures, physical movement, switch activation, etc.with guidance and support.	I can demonstrate understanding that books are read one page at a time from beginning to end with guidance and support during reading.	I can demonstrate understanding of the organization and basic features of print (left-to-right, top-to-bottom, one-to-one correspondence between written and spoken words).	I can identify the organization of text when participating in shared reading.	EE.RF.K.1.a; EE.RF.1.1.a
I can attend to a book when presented with pictures, words, objects, tactile graphics, using vocalizations, gestures, physical movement, eye gaze, switch activated, etc.	I can engage in purposeful shared reading with guidance and support.	I can participate in familiar text comprised of known words with guidance and support.	I can participate in reading familiar text comprised of known words.	EE.RF.K.4; EE.RF.1.3.b; EE.RF.1.4.a; EE.RF.1.4.b
I can attend to words in print of a familiar text paired with objects, tactile graphics, pictures, etc. using vocalizations, gestures, eye gaze, body movements, switch activated, etc.	I can participate in familiar text comprised of known words with guidance and support.	I can read familiar text comprised of known words with guidance and support.	I can read familiar text comprised of known words.	EE.RF.2.4

A successful student can draw/dictate/write to compose narrative texts, describing real or imaginary events or experiences.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to a digital tool by remaining in contact with the tool by eye gaze, touch or vocalizations.	I can select a digital tool by gesture, eye gaze, vocalizations from a choice array of two to three upon a prompt (e.g., physical, touch, verbal, etc.).	I can explore a variety of digital tools to produce individual or group writing with guidance and support.	I can explore a variety of digital tools to produce individual or group writing.	EE.W.K.3
I can select a preferred digital tool from an array of two to three choices upon a prompt (e.g., verbal, touch, physical, vocalization, etc.).	I can draw, dictate or write about a preferred object from a choice array of two to three upon a prompt (e.g., physical, touch, verbal, etc.).	I can select an event and use drawing, dictating or writing to share information about it.	I can select an event or personal experience and use drawing, writing or dictating to compose a message about it	EE.W.1.3
I can mark on paper upon a prompt (e.g., verbal, touch, physical, verbal, vocalizations, etc.).	I can draw, dictate or write about a preferred picture or story using gesture, eye gaze, vocalizations, etc. by a prompt (e.g., verbal, touch, physical, etc.).	I can add more information to own drawing, dictation or writing to strengthen the message with guidance and support.	I can add more information to own drawing, dictation or writing to strengthen the message.	EE.W.1.5, EE.W.2.5
I can attend to a digital tool by remaining in contact with the tool by eye gaze, touch, vocalizations, etc.	I can select a preferred digital tool by gesture, eye gaze, vocalizations from a choice array of two to three upon a prompt (e.g., physical, touch, getural, verbal, vocalizations, etc.).	I can use technology (including assistive technology) to produce and publish individual or group writing with guidance and support.	I can use technology (including assistive technology) to produce and publish writing.	EE.W.1.6; EE.W.2.6

A successful student can make meaning of increasingly complex literary print and nonprint texts, and provide text details to explain interpretations and thinking.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to a familiar item of choice (presented with an array from 3) using vocalizations, physical movement, gestures, eye gaze, etc.	I can distinguish between familiar and unfamiliar items using eye gaze, vocalizations, physical movement, switch activation, etc.	I can recognize familiar text and indicate when an unknown word is used in a text with guidance and support.	I can recognize familiar text and indicate when an unknown word is used in a text.	EE.RL.K.4; EE.RL.K.5
I can attend to familiar people using eye gaze, gestures, physical movement, vocalizations, etc.	I can identify familiar people, objects, places or events with guidance and support.	I can identify details including recounting major events and identifying characters and settings by answering who and where questions about familiar stories.	I can answer who and where questions to demonstrate understanding of major events and actions of characters in familiar stories.	EE.RL.K.1; EE.RL.K.2; EE.RL.K.3; EE.RL.1.1; EE.RL.1.2; EE.RL.1.3; EE.RL.2.1; EE.RL.2.2
I can demonstrate basic feelings (happy, sad, mad). using facial expressions, gestures, turning away, vocalizations, etc.	I can identify basic feelings (happy, sad, mad, etc.and actions with guidance and support.	I can identify sensory or feeling words and actions of the characters in a familiar story.	I can identify sensory or feeling words in order to identify the feelings of characters in a familiar story.	EE.RL.1.4; EE.RL.2.3
I can attend to familiar people using eye gaze, gestures, physical movement, vocalizations, etc.	I can identify familiar people with guidance and support.	I can identify a text as telling a story and I can identify the speaker.	I can identify personal point of view about a text.	EE.RL.1.5; EE.RL.1.6; EE.RL.2.6
I can attend to words in a familiar story using vocalizations, eye gaze, gestures, verbalizations, touch, body movement.	I can identify words in a familiar story with guidance and support.	I can identify words that meaningfully complete a familiar story, poem or song by using rhyming or repetition.	I can determine words and phrases that complete literal sentences in a text.	EE.RL.2.4
I can attend to the beginning and end of a book using touch, gestures, eye gaze, vocalizations, verbalizations, body movement, etc.	I can identify the beginning and end of a book with guidance and support.	I can determine the beginning and ending of a familiar story with a logical order.	I can determine the beginning, middle and end of a familiar story with a logical order.	EE.RL.2.5
I can attend to pictures in a story when paired with objects, tactile graphics or multimedia using eye gaze, vocalizations, physical movement, gestures or switch activation.	I can distinguish between words and illustrations in a story and identify illustrations that go with a familiar story with guidance and support.	I can identify illustrations or objects/tactual information in print or digital text that depict characters.	I can identify parts of illustrations or tactual information that depict a particular setting or event.	EE.RL.K.6; EE.RL.K.7; EE.RL.1.7; EE.RL.2.7

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to my calendar schedule of pictures, object symbols, words, tactile graphics, etc. using eye gaze, vocalizations, physical movement, gestures, touch, etc.	I can identify familiar events in my day with guidance and support.	I can identify adventures or experiences of characters in a story as same or different. I can identify similarities between two episodes in a story.	I can identify common elements in two stories in a series.	EE.RL.K.9; EE.RL.1.9; EE.RL.2.9
I can attend to pictures in a story when paired with objects, tactile graphics, multimedia, using eye gaze, vocalizations, physical movement, gestures or switch.	I can engage in shared reading paired with illustrations, tactile graphics, objects using vocalizations, physical movement, gestures, switch activation, eye gaze, etc.	I can actively engage in shared reading of stories and poetry to clearly stated purposes.	I can demonstrate understanding while actively engaged in shared reading of stories, dramas and poetry.	EE.RL.1.10; EE.RL.2.10

A successful student can make meaning of increasingly complex informational print and nonprint texts, and provide text details to explain interpretations and thinking.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to an unfamiliar object that is used in a text by vocalizations, gestures, eye gaze, body movements, gestures, etc.	I can identify when an unknown word is used in a text with guidance and support.	I can ask a reader to clarify the meaning of an unknown word in a text with guidance and support.	I can ask a reader to clarify the meaning of a word in a text.	EE.RI.K.4; EE.RI.1.4
I can attend to a text/illustrations/ objects/tactile graphics using vocalizations, verbalizations, eye gaze, body movement, gestures, etc.	I can identify pictures and words using vocalizations, gestures, eye gaze, physical movement, verbalizations, touch, etc.	I can identify components of a book including front cover, back cover, title page, words, and illustrations in an informational text with guidance and support.	I can identify components of a book including front cover, back cover, title page, words, and illustrations in an informational text. I can identify the role of the author and the illustrator.	EE.RI.K.5; EE.RI.K.6; EE.RI.K.7; EE.RI.1.5; EE.RI.1.6; EE.RI.1.7; EE.RI.2.6

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to familiar people, objects, and events, etc. using vocalizations, eye widening, gestures, touch, body movement, etc.	I can recognize familiar people, objects, places, and events using vocalizations, verbalizations, switch activation, touch, gestures, etc.	I can identify the topic, individuals, events or details in a familiar text and identify words related to the topic.	I can identify details including the topic, individuals, and events in a familiar text by answering who and what questions.	EE.RI.K.1; EE.RI.K.2; EE.RI.3; EE.RI.1.1; EE.RI.1.2; EE.RI.1.3; EE.RI.2.1; EE.RI.2.2; EE,RI.2.3; EE.RI.2.4
I can attend to familiar people, objects and events, etc. using vocalizations, eye widening, gestures, touch, body movement, etc.	I can recognize familiar people, objects, places and events with guidance and support.	I can identify illustrations or objects/tactual information that go with a text, identify details in informational text or its graphic representation.	I can use information gained from visual elements in the text to answer explicit who and what questions.	EE.RI.2.5; EE.RI.2.7
I can attend to two to three objects using touch, vocalizations, switch activation, touch, gestures, etc.	I can identify differences in objects in my environment with guidance and support.	I can identify points the author makes in an informational text.	I can identify two related points the author makes in an informational text.	EE.RI.K.8; EE.RI.1.8; EE.RI.2.8
I can attend to similarities of two to three objects using touch, vocalizations, switch activation, gestures, etc.	I can identify similarities in objects in my environment with guidance and support.	I can identify/match a common element/similar parts between two texts on the same topic.	I can identify similarities between two texts on the same topic.	EE.RI.K.9; EE.RI.1.9;EE. RI.2.9
I can attend to informational text shared outloud using vocalizations, eye widening, gestures, touch, body movement, etc.	I can engage in informational text with guidance and support.	I can actively engage in shared reading of informational text including history/SS, science and technical texts.	I can demonstrate understanding of text while actively engaged in shared reading of history/SS, science and technical texts.	EE.RI.K.10; EE.RI.1.10; EE.RI.2.10

A successful student can engage in large- and small-group research/inquiry to investigate topics of shared interest and to interpret, integrate, and present information.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to a variety of digital tools using touch, vocalizations, switch activation, gestures, etc.	I can explore a variety of digital tools using touch, vocalizations, body movement, eye gaze, verbalization, hand-under-hand, gestures, etc.	I can explore a variety of digital tools (including assistive technology) to produce individual or group writing with guidance and support.	I can use technology to produce writing while interacting and collaborating with others.	EE.W.K.6, EE.W.1.6; EE.W.2.6
I can attend to object/pictures in a shared research project using vocalizations, touch, gestures, etc.	I can identify objects/pictures in shared research projects using vocalizations, gestures, switch activation, eye gaze, etc.	I can participate in shared research and writing projects.	I can identify information about a topic for a research project.	EE.W.1.7; EE.W.2.7

A successful student can speak effectively to express ideas for a variety of purposes.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can communicate when presented orally or through other media. during shared reading activities with guidance and support.media.during shared reading activities,.	I can answer questions about details presented orally or through other media.during shared reading activities,.	I can answer questions about details presented orally or through other media.during shared reading activities,.	I can identify details in a text read aloud or information presented orally or through other media.	EE.SL.K.2; EE.SL.1.2; EE.SL.2.2
I can communicate "I don't know" verbally, through gestures, facial expression or assistive technology with voice output when asked a question, asked to identify a picture, asked about an event, etc. using gestures, vocalizations, touch, etc.	I can communicate confusion or lack of understanding ("I don't know") with guidance and support.	I can ask for help and communicate confusion or lack of understanding ("I don't know").	I can answer questions about the details provided by the speaker.	EE.SL.K.3; EE.SL.1.3
I can recognize familiar people, objects and events when presented in pairs using vocalizations, eye gaze, switch activation, touch, gestures, etc.	I can communicate familiar people, objects and events when presented in pairs using vocalizations, eye gaze, switch activation, touch, gestures, etc.	I can identify familiar people, places, things and events.	I can identify a photograph or object that reflects a personal experience and tell one detail about it.	EE.SL.K.4; EE.SL.1.4

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can communicate directly with supportive adults or peers while participating in multiple turn communication exchanges using touch, gestures, vocalizations, verbalizations, turning away, etc.	I can communicate directly with supportive adults or peers while participating in multiple turn communication exchanges with guidance and support.	I can engage in multiple-turn exchanges with supportive adults; build on others' talk in conversations by linking their comments to the remarks of others; and ask for clarification and further explanation as needed about the topics and texts under discussion.	I can engage in collaborative interactions about texts; listen to others' ideas before responding; indicate confusion or lack of understanding about information presented; and express ideas clearly.	EE.SL.K.1; EE.SL.1.1; EE.SL.2.1
I can communicate my choice of a preferred object/with word using gestures, turning away, touch, vocalizations, etc.	I can answer questions about the details provided by the speaker with guidance and support.	I can answer questions about the details provided by the speaker.	I can ask or answer questions about the details provided by the speaker.	EE.SL.2.3
I can attend to a familiar photograph or object using vocalizations, gestures, turn away, touch, etc.	I can identify a photograph or object that reflects a personal experience and tell one detail about it with guidance and support.	I can identify a photograph or object that reflects a personal experience and tell one detail about it.	I can recount a personal experience, story or topic including details.	EE.SL.2.4

A successful student can listen, view, and interpret information from a variety of sources, in order to make meaning and respond effectively.

EE ELA

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify familiar people, places, things and events when presented with a picture or object using vocalizations, eye widening, gestures, touch, turn body toward, etc.	I can add or select drawings or other visual or tactile displays that relate to familiar people, places, things and events with guidance and support.	I can add or select drawings or other visual or tactile displays that relate to familiar people, places, things and events.	I can select visual, audio or tactual representations to depict a personal experience.	EE.SL.K.5; EE.SL.1.5
I can attend to visual, audio, tactual representation of a story using vocalizations, switch activation, gestures, touch, facial expressions, etc.	I can select visual, audio or tactual representations to depict a personal experience with guidance and support.	I can select visual, audio or tactual representations to depict a personal experience.	I can create a multimedia presentation of a story or poem.	EE.SL.2.5
I can communicate feelings when shown an array of illustrations of happy, mad and sad using vocalizations, gestures, touch, body movement, facial expressions, etc.	I can communicate feelings when shown an array of emotions, such as sad, happy, mad, using vocalizations, switch activation, gestures, body movement, touch, etc.by verbalization, hand-under-hand, gestures, vocalizations, etc.	I can combine words for effective communication to clarify thoughts, feelings and ideas in various contexts.	I can combine words for effective communication to clarify thoughts, feelings and ideas in various contexts.	EE.SL.K.6; EE.SL.1.6; EE.SL.2.6

EE Mathematics

Students must be engaged with the eight Standards for Mathematical Practice throughout the instruction of the mathematical content:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Counting and Cardinality

Overarching Competency: A successful student can demonstrate an understanding of numbers with proficiency to rote count, order, compare, subitize, match objects to and write numbers.

PRIORITY: A successful student can rote count, identify and write numerals (to 30).

EE Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify number sequence pattern (one to five) with tactile graphics, objects or illustrations using vocalizations, gestures, touch, switch activations, etc.	I can identify number sequence pattern with guidance and support.	I can count to 10 by ones.	I can count past 10 by ones.	EE.K.CC.1
I can identify number sequence pattern (five to 10) with tactile graphics, objects or illustrations using vocalizations, gestures, touch, switch activations, etc.	I can explain number sequence pattern with guidance and support.	I can count by ones to 30	I can count to ones past 30.	EE.1.NBT.1.a
I can identify number sequence pattern (five to 10) with tactile graphics, objects or illustrations using vocalizations, gestures, touch, switch activations, etc.	I can explain number sequence pattern with guidance and support.	I can count up to 10 objects.	I can count more than 10 objects	EE.1.NBT.1.b

PRIORITY: A successful student can count up to three objects using one-to-one correspondence.

EE Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify two to four objects paired with a number in a sequence with tactile graphics, illustrations, etc. using vocalizations, gestures, touch, switch activations, etc.	I can explain number sequence pattern with guidance and support.	I can count eight objects, pairing each object with one and only one number.	I can count 10 objects, pairing each object with one and only one number.	EE.K.CC.4
I can identify two to four objects paired with a number in a sequence with tactile graphics, illustrations, etc. using vocalizations, gestures, touch, switch activations, etc.	I can explain number sequence pattern with guidance and support.	I can count out up to three objects from a larger set, pairing each object with one, and only one, number name to tell how many.	I can count out more than three objects from a larger set, pairing each object with one, and only one, number name to tell how many.	EE.K.CC.5

PRIORITY: A successful student can compare number of objects in a group when the quantities are clearly different.

EE Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify a one to five objects paired with a number in a sequence with tactile graphics, illustrations, etc. using vocalizations, gestures, touch, switch activations, etc.	I can recognize same number of objects and different number of objects with guidance and support.	I can identify whether the number of objects in one group is more or less than or equal to the number of objects in another group, when the quantities are clearly different.	I can identify whether the number of objects in one group is more or less than or equal to the number of objects in another group	EE.K.CC.6

PRIORITY: A successful student can create sets of 10.

EE Mathematics Counting and Cardinality

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify a set of five as a composition of five one's using vocalizations, verbalizations, eye gaze, gestures, switch activation, gestures, verbalizations, etc.	I can explain 10 as a composition of 10 ones with guidance and support.	I can create sets of 10.	I can create sets with more than 10.	EE.1.NBT.2

Numbers in Base Ten

Overarching Competency: A successful student can demonstrate the ability to think flexibly about whole numbers and will be able to represent quantities with an understanding of place value.

PRIORITY: A successful student can rote count, identify, name, and compare numbers to 30.

EE Mathematics Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can compare two groups of two items when the number of the items in each group is obviously different using vocalizations, switch activation, verbalizations, gestures, touch, etc.	I can explain number sequence pattern with guidance and support.	I can compare two groups of 10 or fewer items when the number of items in each group is similar.	I can compare two groups of 10 or more items when the number of items in each group is similar.	EE.1.NBT.3
I can count objects in a set (one to four) using vocalizations, verbalizations, gestures, touch, etc.	I can count objects in a set with guidance and support.	I can count objects from 1 to 30.	I can count objects past 30.	EE.2.NBT.2.a
I can count objects in a set (five to 10) using vocalizations, verbalizations, gestures, touch, etc.	I can explain number sequence pattern with guidance and support.	I can name the next number in a sequence between one and 10.	I can name the next number in a sequence between one and 15.	EE.2.NBT.2.b
I can identify numerals 1-10 using vocalizations, verbalizations, eye gaze, gestures, switch activation, gestures, verbalizations, etc.	I can explain number sequence pattern with guidance and support.	I can identify numerals 1-30.	I can identify numerals past 30.	EE.2.NBT.3
I can identify same and different by comparing two sets of the same objects (e.g., one group has three objects and the second group has more objects) using switch activation, gestures, verbalizations, touch, etc.	I can count objects in a set with guidance and support.	I can compare sets of objects and numbers (up to 30) using appropriate vocabulary (more, less, equal).	I can compare sets of objects and numbers (up to 30) using <, + and > symbols.	EE.2.NBT.4

PRIORITY: A successful student can represent numbers up to 30 using place value (sets of tens and ones).

EE Mathematics Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify a set numbers up to 10 with ones using objects in an array with vocalizations, gestures, touch, switch activation, etc.	I can explain 10 as a composition of 10 ones with guidance and support.	I can represent numbers up to 30 with sets of 10s and ones using objects in columns or arrays.	I can represent numbers up to 30 with sets of 10s and ones using objects in columns or arrays.	EE.2.NBT.1

PRIORITY: A successful student can add and subtract numbers (0-20) in a variety of ways.

EE Mathematics Numbers in Base Ten

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can combine and separate groups of objects.	I can demonstrate the concept of addition with guidance and support.	I can add numbers less than or equal to five in more than one way.	I can add numbers greater than five in more than one way.	EE.1.NBT.4
I can separate a group of objects into two different groups using gestures, switch activation, verbalizations, touch, etc.	I can demonstrate the concept of subtraction with guidance and support.	I can decompose numbers less than or equal to five in more than one way.	I can decompose numbers greater than five in more than one way.	EE.1.NBT.6
I can combine and separate groups of objects using eye gaze, touch, gestures, verbalizations, etc.	I can demonstrate the concept of addition and subtraction with guidance and support.	I can identify that "+" means to combine, "-" means to separate and "=" means equal.	I can identify that "+" means add and "-" means subtract.	EE.2.NBT.5.a
I can combine and separate groups of objects using eye gaze, touch, gestures, verbalizations, etc.	I can demonstrate the concept of addition and subtraction with guidance and support.	I can combine and separate groups up to in 10 more than one way.	I can add and subtract numbers up to 10 in more than one way.	EE.2.NBT.5.b
I can combine and separate groups of objects using eye gaze, touch, gestures, verbalizations, etc.	I can demonstrate the concept of subtraction with guidance and support.	I can use object, representations, and numbers to add and subtract (0-20).	I can use object, representations, and numbers to add and subtract (0-30).	EE.2.NBT.6-7

Operations and Algebraic Thinking

Overarching Competency: A successful student can demonstrate the ability to compute accurately, make reasonable estimates, understand meanings of operations, and use algebraic notation to represent and analyze patterns and relationships.

PRIORITY: A successful student can demonstrate an understanding of addition and subtraction with the use of objects, images or sounds.

EE Mathematics Operations and Algebraic Thinking

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can combine objects/tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can combine and partition sets with guidance and support.	I can represent addition as "putting together" or subtraction as "taking from" in everyday activities	I can demonstrate the concept of addition and subtraction.	EE.K.OA.1
I can combine objects/tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can combine and partition sets with guidance and support.	I can represent addition and subtraction with objects, fingers, mental images, drawings, etc.	I can demonstrate the concept of addition and subtraction.	EE.1.OA.1.a
I can combine objects/tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can recognize same with guidance and support.	I can recognize two groups that have the same or equal quantity.	I can create equal sets.	EE.1.OA.1.b
I can combine objects/tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can combine sets with guidance and support.	I can use "putting together" to solve problems with two sets.	I can demonstrate the concept of addition.	EE.1.OA.2

PRIORITY: A successful student can apply properties of addition and subtraction of one (one more, one less).

EE Mathematics Operations and Algebraic Thinking

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can combine objects/ tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can combine and partition sets with guidance and support.	I can represent addition as "putting together" or subtraction as "taking from" in everyday activities	I can demonstrate the concept of addition and subtraction.	EE.K.OA.1
I can combine objects/ tactile graphics and separate objects or tactile graphics using gestures, touch, verbalizations, switch activation, etc.	I can combine sets with guidance and support.	I can use "putting together" to solve problems with two sets.	I can demonstrate the concept of addition.	EE.1.OA.2

PRIORITY: A successful student will identify equal groups of objects to gain foundations for multiplication.

EE Mathematics Operations and Algebraic Thinking

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to/manipulate objects.	I can partition objects into two groups.	I can equally distribute even numbers of objects between two groups.	I can equally disturbed even numbers of objects among three groups.	EE.2.OA.3
I can combine sets.	I can use addition to find the total number of objects after combining sets (up to five).	I can use addition to find the total number of objects arranged within equal groups up to a total of 10.	I can add within ten.	EE.2.OA.4

Required Fluency

PRIORITY: A successful student will demonstrate the ability to quickly and accurately verbalize and compute fact fluency (within a range of numbers).

EE Mathematics Required Fluency

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can combine and partition sets.	I can identify the mean of "add," "subtract" and "equal."	I can identify the meaning of the "+" sign, "-" sign and the "=" sign.	I can explain the function of the "+" sign, "-" sign and the "=" sign.	EE.2.NBT.5.a
I can combine and partition sets.	I can compose and partitions up to 10 items in more than one way.	I can compose and decompose numbers up to 10 in more than one way using concrete examples.	I can add within ten.	EE.2.NBT.5.b
I can combine and partition sets.	I can use objects, representations and numbers (0-10) to add and subtract.	I can use objects, representations and numbers (0-20) to add and subtract.	I can add and subtract within 2	EE.2.NBT.6-7

Measurement and Data

PRIORITY: A successful student can classify objects according to attributes.

EE Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify objects or pictures that are same using gestures, vocalizations, eye fixation, switch activation, touch, etc.	I can recognize measurable attributes with guidance and support.	I can classify objects according to attributes (bid/small, heavy, light).	I can compare lengths to identify which is longer/shorter, taller/ shorter.	EE.K.MD.1-3

PRIORITY: A successful student can measure and compare length of objects using non-standard units.

EE Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify objects or pictures that are different using gestures, vocalizations, eye fixation, switch activation, touch, etc.	I can recognize measurable attributes with guidance and support.	I can compare lengths to identify which is longer/shorter, taller/shorter.	I can measure the length of objects using non-standard units.	EE.1.MD.1-2
I can recognize measurable attributes.	I can measure the length of objects using non-standard units with guidance and support.	I can measure the length of objects using non-standard units.	I can measure the length of objects using standard units.	EE.2.MD.1
I can recognize measurable attributes.	I can order by length using non-standard units with guidance and support.	I can order by length using non-standard units.	I can measure the length of objects using standard units.	EE.2.MD.3-4

A successful students can classify by attributes. A successful student can demonstrate an understanding of terms related to time.

EE Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can attend to a calendar system that represents today, yesterday and tomorrow, using gestures, eye gaze, eye fixation, touch, switch activation, etc.	I can select activities/events (picture/tactile representation) that occur today and yesterday.	I can demonstrate an understanding of the terms tomorrow, yesterday and today.	I can measure the length of objects using non-standard units.	EE.1.MD.3.a
I can attend to a calendar system that represents today, yesterday and tomorrow, using gestures, eye gaze, eye fixation, touch, switch activation, etc.	I can select activities/events (picture/tactile representation) that happen during the day and at night.	I can demonstrate an understanding of the terms morning, afternoon, day and night.	I can measure the length of objects using non-standard units.	EE.1.MD.3.b extended
I can classify and order objects with guidance and support.	I can identify before and after.	I can identify activities that come before, next and after.	I can sequence items/pictures according to first, middle, last for everyday routines.	EE.1.MD.3.c
I can classify and order objects with guidance and support.	I can match activities with the time of day they occur (morning, day, night)	I can demonstrate an understanding that telling time is the same everyday.	I can identify what time of day routine activities occur.	EE.1.MD.3.d

PRIORITY: A successful student can organize data into categories by sorting.

EE Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can sort two sets of objects or pictures using vocalizations, gestures, touch, eye gaze, switch activation, etc.	I can classify and order objects.	I can organize data into categories by sorting.	I can sort up to 10 data points into the appropriate groups.	EE.1.MD.4

A successful student can use addition and subtraction to solve problems using length while also creating picture graphs from collected measurement data.

EE Mathematics Measurement and Data

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can combine and partition sets.	I can demonstrate an understanding of 1.	I can increase or decrease length by adding or subtracting units.	I can measure objects with inches and feet using a ruler.	EE.2.MD.5 extended
I can combine and partition sets.	I can demonstrate an understanding of 1.	I can use a number line to add one more unit of length.	I can use a number line to increase and to decrease numbers in length.	EE.2.MD.6
I recognize same and different using vocalizations, eye gaze, touch, gestures, etc.	I can identify coins and bills using vocalizations, gestures, touch, switch activation, etc.	I can recognize that money has value.	I can identify and name currency (coins, $1, $5 and $10 bills).	EE.2.MD.8
I can arrange objects in pairs using verbalizations, eye gaze, touch, gestures, switch activation, etc.	I can classify and order objects with guidance and support.	I can create picture graphs from collected measurement data.	I can identify the x and y axis on a graph.	EE.2.MD.9-10

Geometry

Overarching Competency: A successful student can demonstrate the ability to investigate the characteristics and properties of two and/or three-dimensional geometric shapes and apply transformations and symmetry in geometric situations.

PRIORITY: A successful student can match shapes of same size and orientation.

EE Mathematics Geometry

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I recognize same and different using vocalizations, eye gaze, touch, gestures, etc.	I can classify and order objects with guidance and support.	I can match shapes of same size and orientation (circle, square, rectangle, triangle.	I can sort shapes of same size and orientation.	EE.K.G.2-3

PRIORITY: A successful student can identify the relative position of objects, sort and identify shapes, and put pieces together to make a shape.

EE Mathematics Geometry

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	STANDARDS
I can identify similar groups and groups that are not similar using vocalizations, eye gaze, touch, gestures, touch, etc.	I can classify and order objects with guidance and support.	I can identify the relative position of objects that are on, off, in and out.	I can demonstrate an understanding of relative position of objects by placing them on, off, in and out.	EE.1.G.1
I can recognize same and different using vocalizations, eye gaze, touch, gestures, etc.	I can classify and order objects with guidance and support.	I can sort shapes of same size and orientation (circle, square, rectangle, triangle).	I can sort shapes of same size different orientation.	EE.1.G.2
I can identify objects, tactile graphics or pictures that are whole and those that are not whole using vocalizations, gestures, eye gaze, touch, switch activation.	I can separate whole tactile graphics or illustrations.	I can put together two pieces to make a shape that relates to the whole (two semicircles to make a circle, two squares to make a rectangle.	I can create whole objects, pictures, and tactile graphics into halves, and quarters.	EE.1.G.3
I can recognize same and different using vocalizations, eye gaze, touch, gestures, etc.	I can classify and order objects with guidance and support.	I can identify common shapes: square, circle, triangle and rectangle.	I can name common shapes.	EE.2.G.1

EE MATHEMATICS PERFORMANCE-BASED ASSESSMENT

Grade Band Pre-K-2

Implementation

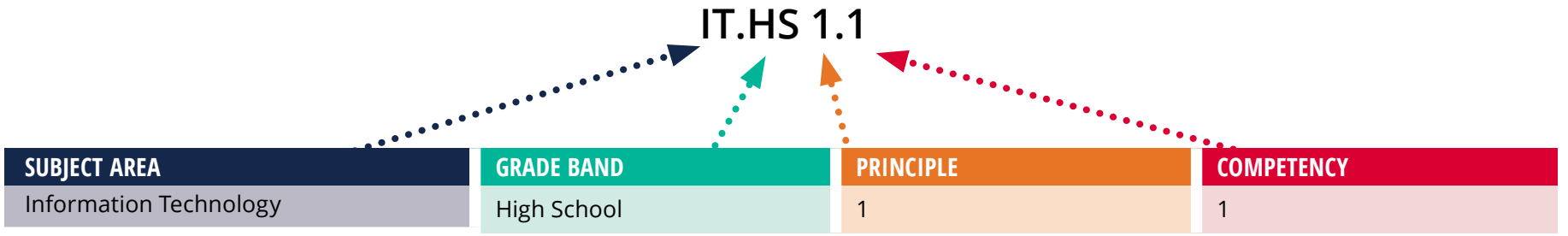
Competency Codes Narrative

To ensure teachers can make connections from the instructional examples to the competencies, a simple competency coding system has been developed. Each instructional example contains a section titled "Competency Codes Addressed." Under that heading, competencies across all subject matter areas related to the instructional example will be listed. For instance, one of the instructional examples for the 9-12 grade band is:

Instructional Example:

Instruction Example	COMPETENCY CODES ADDRESSED
Podcast and/or Documentary Film with Marketing Plan (ELA. HGSS, Science, Speech, Business, Broadcasting, Graphic Design, Media Center Specialist, other subject areas as appropriate)	ELA.HS: 1.1, 3.1-3.5, 5.1, BC.M.HS 1.1, IT.HS 1.1, HUM.HS: 1.1, 2.1, 3.1, 5.1

As you can see, there are competencies across multiple subject areas involved in this cross-curricular learning activity. Each competency has a code that leads back to the competencies listed at the beginning of each grade band. Below is the competency code IT.HS 1.1 with what each part of a code denotes:



Here is the competency in its full form, color-coded to match above:

Information Technology (**Subject Area**)	Grades 9 – 12 (**Grade Band**)	Graphic Design and Digital Communications (**Principle**)	A successful student can demonstrate an understanding of graphic design elements and principles by creating a graphic design project portfolio of collected or self-created graphic design projects. (**Competency**)

Subject Area Abbreviations:

AFNR	Agriculture, Foods and Natural Resources
AC	Architecture and Construction
BC	Business Career
BC.BMAE	Business Management, Administration and Entrepreneurship
BC.F	Finance
BC.M	Marketing
DNC	Dance
FCS	Family and Consumer Sciences
ELA	English Language Arts
ENG	Engineering
HB	Health and Biosciences
HE	Health
HGSS	History, Government and Social Studies
HUM	Humanities
IT	Information Technology
LPSCS	Law, Public Safety, Corrections and Security
MA	Media Arts
MATH	Math
MNFR	Manufacturing
MUS	Music
PE	Physical Education
SCI	Science
SCI.ESS	Earth and Space Science
SCI.LS	Life Science
SCI.PS	Physical Science
SECD	Social-Emotional Character Development
STM	STEAM
THR	Theatre
TRAN	Transportation
WL	World Languages
VA	Visual Arts

Grade Bands:

P	Pre-K to 2nd grade
IM	3rd to 5th grade
MS	6th to 8th grade
HS	9th to 12th grade

NAVIGATING CHANGE:
KANSAS' GUIDE TO LEARNING AND SCHOOL SAFETY OPERATIONS

Grade Band
Pre-K-2

Philosophy

The 2020 school year will provide all educators a number of unique challenges in terms of reaching students during a possible educational disruption. The following document provides guidance in helping prepare for potential disruptions to the 2020-21 academic year.

This document supports instruction and the individual strengths of every educator in the state of Kansas while offering strategies, competencies and guidance in engaging students and celebrating their learning. While this is not a definitive step by step guide, we hope it may serve as a resource to approach the current challenges upon us.

The upcoming school year will be taught in an on-site, hybrid and/or remote learning environment. We recommend that educators prepare early for the possibility of an educational disruption and therefore plan activities that incorporate all curricular areas.

Throughout this document there will be three learning environments that are referenced:

- **On-site Learning Environment:** students and teachers will be in school with or without social distancing practices put into place.
- **Hybrid Learning Environment:** students would be spending part of their time in the classroom and part of their time learning remotely from home. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.
- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.

The Implementation team's philosophy is that there are multiple learning environments that can lead to student success during an educational disruption. All learning environments in this document are focused around using the Navigating Change 2020 competencies and rubrics from KSDE. The competencies were created to work for all models of instruction but work best in a competency based system.

Competency-based education is a compilation of strategies used to ensure equity for all students and allows mastery to be shown based upon progression of learning, not seat time. Students are empowered daily through their rigorous learning experiences and assessment is meaningful and timely. This system is a shift from the traditional education model. When looking at using competencies, districts should be aware that their whole system cannot shift from traditional to full blown competency based in the matter of days, weeks, or even months. A shift from a traditional system to a competency based system takes ample time, professional development, and a complete understanding for a successful implementation to occur. However, schools can explore and use elements of a competency based system during an educational disruption, Kansas Redesign, or a traditional setting. In a competency based education system teachers should not feel compelled to follow a particular scope and sequence, but should instead choose an instructional path that provides high quality learning opportunities for all students. A competency based system also shifts away from traditional grading and looks at progression towards mastery for each student and their work with each competency. This would be accomplished using a rubric system, such as the one KSDE has created.

Implementation of a competency-based education system includes teachers collaborating with other teachers. We encourage teachers to collaborate with other professionals in their departments, cross-curricularly, from other districts, or across the nation to develop high quality instruction that could occur in a variety of environments. This includes providing students a voice and choice in their learning, that is multi-disciplinary, with clear milestones of learning, and an attainable producible body of work demonstrating mastery of skills.

Guiding Statements:

- Collaboration is Key
- Consistency, Connection, Progress
- Students have voice and choice in place, pace, and path
- Competencies not Checklists
- Plan Early

NOTE: Examples of the Navigating Change 2020 staff and student surveys are located in the appendices.

Grade Band
Pre-K-2

Grading Considerations

Ultimately, grading will be determined by each school district's Boards of Education. Contemplating translating from Competency Scores to a local grading system on a particular student product, school districts might want to consider the following example. Within the Competency Rubrics there are variances of grading possibilities utilizing differing mathematical calculations (For example, a 3.5 competency score might translate to a traditional grade of B+). Listed below is one possible example. Please note, that the KSDE competency based educational system does not rely on a traditional A, B, C grading system, but instead seeks to have students progress toward mastery of learning and skills through multiple exposures.

Accommodations/Modifications

At times it is necessary to provide students with accommodations or modifications to ensure equal access to the general education curriculum and opportunity to demonstrate mastery of concepts. In these scenarios, it is important for educational teams to work collaboratively to determine what individualized accommodations or modifications are necessary for the student to be successful. To assist with this understanding, definitions of an accommodation and modification are provided below.

Accommodation:

A change to instruction, testing, or presentation of materials to support access to the general education curriculum. Students with gaps, deficiencies, and exceptionalities who utilize accommodations are expected to demonstrate mastery. Areas in which you may utilize accommodations are environmental, presentation, assistive technology, assignments, reinforcement, and testing adaptations. Accommodations adapt learning for students but do not:

- Change the content of instruction
- Change the learning expectations
- Reduce the requirements of the academic task

Modification:

A change to instruction, testing, or curriculum that alters the content of the academic competency or demonstration of student mastery. Areas in which you may consider a modification to curriculum, adaptation of materials, grades, appropriate expectations, change in testing protocols. Modifications change learning for students by:

- Changing the learning expectation(s) for the student
- Reducing task requirement(s)
- Inquiry Learning/Project Based Learning

Family Engagement

Educators are encouraged to consistently welcome and encourage all stakeholders to engage in effective communication and active participation as a collaborative team within the learning process. Effective communication will incorporate a unified message that is clear, concise, honest and transparent to all stakeholders.

Building relationships through two-way communication assembles the strong foundation designed to be proactive and interactive. Relationship building should include efforts to educate all stakeholders of the differences in regards to race, socio-economic status, culture, beliefs, language, sexual orientation, gender identity/expression, family composition, etc.

It is recommended that special attention and supports be given to those students transitioning to new buildings (examples: kindergarten, sixth grade, ninth grade, new students to the district, etc.).

Schools are encouraged to include all stakeholders, especially caregivers, in the decision-making process through surveys, participation on task forces and committees, along with letting their voice be the catalyst to action. A successful family/school partnership encompasses the elements of trust, validation, acknowledgement, transparency and a shared responsibility throughout the learning process with a "student first mindset" through respect and dignity.

Communication Considerations, Caregivers and Stakeholders:

- Multi-Mode - Written, live and/or recorded video and/or audio.
- Clear, concise and consistent language, avoiding acronyms and abbreviations.
- Using home language.
- Acknowledge and validate concerns.
- Flexible to the needs/abilities.
- Share access to all resources.
- Tutorials of online platforms prior to use.
- Social media (i.e., Twitter, Instagram, Snapchat, Facebook, etc.).
- Text messaging, mail and email.
- School messenger, robocalls.
- Local access television or newspaper.

Activities list that could engage all stakeholders virtually or in-person:

- Stakeholder surveys.
- Involvement in community events.
- Porch or driveway meetings.
- Neighborhood meetings.
- Parent camps.
- Content area/fine arts nights.
- Popsicles in the park, game/pie nights.
- Coffee with the Counselors.
- Classic pen pals for students in the classroom with students at home.
- Virtual parties, scavenger hunts, sing-a-longs, etc.
- Business partner engagement in classes or displaying student work.
- Career days/chats.

Inquiry Learning/Problem-Based Learning (PBL)

General Overview of Inquiry Learning/ PBL:

Activating student curiosity and inquiry by a problem or question that is meaningful to the student. A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Elements of High-Quality Instruction

- Authentic, real life, meaningful driving questions
- Active engagement through hands-on activities
- Scaffold student thinking/learning
- Feedback and Revision throughout
- Inquiry Process

Social-Emotional Character Development (SECD)
(Dispositions - Mindset and Soft Skills)

- Student collaboration
- Team Building
- Time-Management
- Perseverance
- Communication

Elements of Collaboration/Possible Collaboration Partners

- CTE
- Specials
- Student Support Teams
- ELL Teachers
- Community
- Field Experts

Workflow
(Milestones of Learning)

- Driving question introduced
- Student utilize various platforms to research (groups, individually, in-person, remotely)
- Project milestones/assessments threaded throughout
- Feedback, Revision, Reflection
- Presentations of work

Showcase of Student Learning
(End Product)

- Present to a public and authentic audience (community members, experts, etc.)

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Personalized Learning

General Overview of Personalized Learning:

Personalized Learning places the whole child at the center of instruction. It is informed by strong educator/student/family/community relationships to provide equity and choice in time, place, path, pace, and demonstration of learning.

Elements of High-Quality Instruction

- Use Universal Design for Learning (UDL) to understand how students learn and develop learner agency (voice, choice, engagement, motivation, ownership, purpose, self-efficacy)
- Flexible content and tools to allow for a differentiated place, pace, and path
- Instruction aligned to specific student needs and learning goals
- Frequent data collection to inform instructional decisions and groupings
- Use Universal Design for Learning (UDL) to understand how students learn and develop learner agency (voice, choice, engagement, motivation, ownership, purpose, self-efficacy)
- Flexible content and tools to allow for a differentiated place, pace, and path
- Instruction aligned to specific student needs and learning goals
- Frequent data collection to inform instructional decisions and groupings

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Student voice and choice
- Students knowing themselves as learners
- Time-management
- Perseverance
- Ownership of learning and outcomes
- Sense of purpose
- Growth mindset
- Goal setting

Elements of Collaboration/Collaboration Partners

- Grade bands of teachers (K-2, 3-5, 6-8, 9-12)
- Student Support Teams
- ELL Teachers
- Librarians
- PLC teams
- Teaching partners
- Specials teachers (PE, Music, Art)

Workflow

(Milestones of Learning)

- Students and teacher identify learning goals, deadlines, and objectives for individual students
- Work through a series of targeted instruction
- Frequent data collection through teacher observation and questioning
- Meet with students 1:1 and together reflect, goal set, and determine next steps

Showcase of Student Learning

(End Product)

- Complete goal information in personalized binder
- Videos productions (Chatterpix, Screencastify, green screen, Flipgrid, etc.)
- Discussions with teachers
- Completed projects

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

GRADE BAND
PRE-K-2

Nature-Based Outdoor Learning

General Overview of Nature-Based Outdoor Learning:

Outdoor learning (also known as forestry learning or nature based classrooms) shifts to embracing nature while exploring learning concepts, skills, and SEL. Child-initiated purposeful and imaginative play, whole brain learning, environmental stewardship, and teaching across the curriculum are all elements of this learning model. Significant time in nature is at the core of the curriculum where teachers implement high-quality, early childhood practices as well as high quality environmental education practices. Outdoor learning can help promote a healthy lifestyle, enable students to understand how nature supports life, appreciate sustainability as a community practice, and develop empathy for all forms of life.

Elements of High-Quality Instruction

- Student exploration with adult support
- Allow students to problem solve while exploring the environment
- Scaffold questioning to support student inquiry

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Self-regulation/self-discipline
- Communication (verbal and non-verbal)
- Collaboration and team building
- Self-confidence and self-efficacy
- Negotiating skills
- Sense of curiosity
- Listening skills
- Creativity

Elements of Collaboration/Possible Collaboration Partners

- All content/subject areas
- Guest community speakers
- Kansas Department of Wildlife, Parks and Tourism
- Kansas Farm Bureau
- Student support teams
- ELL teachers
- Local County extension offices
- 4H and Scouting Programs
- Nature Centers and Zoos

Workflow

(Milestones of Learning)

- Students explore the natural environment around them through inquiry and use information to answer an essential question
- Hands-on activities/exploration
- Teacher observes students play, exploration, questioning, and communication
- Extensions, enrichment, and real-world applications of skills and concepts

Showcase of Student Learning

(End Product)

- Photos/videos
- Journals
- Drawings/pictures
- Construction projects
- Dramatic Performances
- Nature Based Solutions to real world problems

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Flipped/Blended Learning

General Overview of Flipped/Blended Learning:

Blended learning combines multiple educational opportunities. Learning usually occurs on-site while using technology to facilitate some of the learning activities. However, this could also be used in a hybrid learning environment. There is an element of student control over time, place, and pace. Learning in this model may resemble rotations, flex modules, small groups, and Universal Design for Learning (UDL).

Elements of High-Quality Instruction

- Scaffold student thinking/learning through videos, direct teaching, and assessment
- Provide time for student-teacher conversations and check-ins
- Incorporate consistent and tight feedback loops

SECD Incorporation
(Dispositions - Mindset and Soft Skills)

- Identify personal strengths and weaknesses
- Achieve school goals
- Perseverance
- Communication
- Ownership of learning and outcomes
- Growth Mindset
- Elements of Collaboration/Possible Collaboration Partners
- Grade bands of teachers (K-2, 3-5, 6-8, 9-12)
- Student Support Teams
- ELL Teachers
- Librarians
- PLC teams
- Teaching partners

Workflow
(Milestones of Learning)

- Student is given scaffolds to support learning/thinking
- Student has voice and choice in place, pace and path of learning
- Teacher is monitoring student progress through check-ins, feedback cycles and assessment
- Students progress through learning goals at their own pace with support from the teacher
- Exit Tickets
- Projects
- Mini-assessments
- Collaborative Activities
- Learning games with reflection

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support

Play-Based Learning

General Overview of Play-Based Learning:

An intentional combination of child-directed play and teacher guidance. Guided play involves teachers' setting up the environment to nudge children toward a learning goal while still providing children with choices (Serious Fun: How Guided Play Extends Children's Learning, p.3). Students organize and make sense of their social world as they actively engage with people, objects, and the environment.

Elements of High-Quality Instruction

- Examine how students work through the learning process (observing, communicating, measuring, reasoning, visual representation, etc.)
- Intentionally plan for competency-based outcomes
- Model play behaviors and ask open-ended questions
- Watch for child-initiated interests and observe child-environment interactions
- Use context-based assessments with play settings and utilize data to plan/create play environments

SECD Incorporation

(Dispositions - Mindset and Soft Skills)

- Self-regulation
- Communication
- Role-playing
- Problem-solving
- Verbal and non-verbal cues
- Listening
- Conflict resolution
- Elements of Collaboration/Possible Collaboration Partners
- Specials (PE, Music, Art, Theater, etc.)
- Community Members
- Multiple content/subject areas

Workflow

(Milestones of Learning)

- Stations/areas are set up around the classroom and are open for student exploration
- Teacher scaffolds student learning/ thinking through conversation and questioning
- Teacher observes student learning through peer conversation and questioning
- Students record observations, learning, and thinking

Showcase of Student Learning

(End Product)

- Performance projects
- Videos
- Drawings/visual representations
- Oral explanations/demonstrations
- Teach peers

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support

Co-Teaching

General Overview of Co-Teaching:

Co-teaching is two or more people sharing responsibility for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among teachers for planning, instruction, and assessment for a classroom. Co-teaching is a creative way to connect with and support others in order to reach all types of learners. Partners must establish trust and effective communication while working together to be creative in order to overcome challenges and conflicts. There are several possible models of co-teaching: One teach, one observes; One teach, one assist; Parallel teaching; Station teaching; Alternative teaching; Team teaching

Elements of High-Quality Instruction

- Clearly define roles and responsibilities and plan together
- Discuss the big picture issues or critical concepts that lead into differentiated activities and assessments
- Reflect on practices and make changes for future lessons

SECD Incorporation
(Dispositions - Mindset and Soft Skills)

- Elements of Collaboration/Possible Collaboration Partners
- Grade level team teachers/PLC
- ELL teachers
- Student support teams
- Specials (PE, Music, Art, Theater, etc.)

Workflow
(Milestones of Learning)

- Present a major concept/question
- Have smaller activities, stations, etc. for students to work through to gain a better understanding of the concept
- Students may work with one or both teachers

Showcase of Student Learning
(End Product)

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Differentiated Learning

General Overview of Differentiated Instruction:

Differentiated Instruction is building lessons that include various approaches so that all students can learn effectively, according to their needs. Teachers develop materials that meet all students where they are. Teachers must know their students, their needs, similarities, differences, etc. in order to provide the right instruction for each student. The method focuses on content, process, and product.

Elements of High-Quality Instruction

- Classroom climate and learning environment are set up to be conducive for independent learning
- Determine what a student needs to learn and how they will access appropriate information
- Scaffold activities, projects, etc. for student access and let students own the knowledge
- Students summatively show what they have learned and are allowed to choose how they show their learning
- Allow for students to help one another when they need assistance

SECD Incorporation
(Dispositions - Mindset and Soft Skills)

- Collaboration
- Self-regulation
- Time management
- Communication
- Listening
- Self-directed learning

Elements of Collaboration/Possible Collaboration Partners

- Student Support Teams
- ELL Teachers
- Cross-Curricular Teachers
- Grade Band Teacher Teams

Workflow
(Milestones of Learning)

- Students explore a topic through different learning experiences set up by the teacher
- Students work to own the knowledge, ideas, and skills necessary to master the content
- Summative assessment

Showcase of Student Learning
(End Product)

- Dramatic Performances
- Create a mural/painting/drawing
- Write a letter
- Any student created product that contains required elements

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Small Group/Cooperative Learning

General Overview of Small Group/ Cooperative Learning:

- Elements of High-Quality Instruction
- Teachers can personalize learning and work more closely with each student
- Frequent and immediate feedback
- Opportunity to teach and reteach specific skills to specific groups of students
- Student confidence is built through collaboration and working towards achieving a similar goal

SECD Incorporation
(Dispositions - Mindset and Soft Skills)Teamwork

- Collaboration
- Listening and Speaking
- Time management
- Self-Regulation
- Elements of Collaboration/Possible Collaboration Partners
- Student Support Teams
- ELL teachers
- Grade Band Teacher Teams

Workflow
(Milestones of Learning)

- Students are taught/introduced to a topic as a whole group and then break into small groups to continue learning and understanding
- Teacher is working with one group while others are working with peers or individually on meaningful work
- Students complete tasks one at a time
- This process may be repeated several times in one week

Showcase of Student Learning
(End Product)

Accommodations/Modifications/ Considerations

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To address significant gaps and deficiencies, some students will require additional support through specially-designed instruction and/or tiered systems of support.

Grade Band Pre-K-2

Implementation **Instructional Examples**

BLENDED/FLIPPED LEARNING

Instructional Example:
Historical Hero

Essential Question:
What can I learn/teach others about my historical hero?

Competency Codes Addressed:
ELA: ELA.P 1.2, ELA.P 1.3, ELA.P 3.5
Health: H.P 1.2 HGSS: HGSS.P 2.1, HGSS.P 3.1
Music: MUS.P 1.2, MUS.P 5.1, MUS.P 5.2, MUS.P 5.3, MUS.P 5.4, MUS.P 6.1
PE: PE.P 4.1, PE.P 4.2
SECD: SECD.P 1.1, SECD.P 1.4, SECD.P 3.2, SECD.P 2.4, SECD.P 3.1, SECD.P 3.5, SECD.P 5.2, SECD.P 3.6
Visual Arts: VA.P 1.2, VA.P 1.1

Elements of High-Quality Instruction

- Gather mini-bios and visuals of several age-appropriate heroes of history (which can include animals, children and adults) and ask learners what characteristics they notice are in common amongst the heroes.
- Compare these characteristics with characters in children's films. Do they notice similar characteristics? If so, how would the children define hero qualities, such as bravery, courage, integrity or kindness? By having the children create collective definitions, they have context on how to recognize these characteristics in other media (i.e., reading series stories, film, children's literature, and current events). This can also lead to conversations about who are the heroes in your life and community?
- Setting the stage for more voice and choice, ask the learners which characteristics they feel are the most important? Why do these characteristics make a positive impact on the world? How can you recognize these characteristics in your own personal decisions? From this inquiry, students identify a hero of history to research at a deeper level.
- Guide students on how to use technology, print media and databases to find information.
- Guide students to compare the characteristics of their chosen hero to their own lives. Where do you see similarities? What choices could you make that would demonstrate heroic characteristics in you?
- Challenge students to consider how they will explain the heroic characteristics to another person. How would you like to share these characteristics with others? How can you demonstrate these characteristics in your life? Can you reflect on your day and tell me where you were heroic (or brave, honest, etc.)?
- Provide scaffolds for students to identify where they demonstrated heroic qualities in a determined period of time. This should include reflective components so the learners can track their personal growth of making better life choices.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Sharing/Taking Turns/Cooperation
- Problem-solving
- Respect
- Team work
- Anti Bullying Steps
- Communication
- Listening to others
- Empathy
- Compassion
- Regulation
- Personal space
- Kindness and friendship

Elements of Collaboration

- **Pre-K:** Choose an age-appropriate text to read aloud to students. If possible find multiple texts or texts and videos and have students compare and contrast.
- **Music:** Students will compare and contrast different "hero themed" music by listening to them/dramatic play.
- **Library:** Students choose a hero, use various forms of information and research to find out vetted facts about their hero and then demonstrate their understanding in a presentation (Flipgrid, Pic Collage, Popplet, etc).
- **Art:** Students create visual representations (either 2D or 3D) of their hero.
- **Computer:** Students create a presentation using an app (examples - Flipgrid, Pic Collage, Google slide, Popplet, etc.) or product of their choice for their historical hero.
- **Science:** Students make infographics of hero scientists.
- **Social Studies:** Students create a time-line of heroes' lives.
- **PE/Health:** Design a PE/Health hero. Students describe and demonstrate activities that show what makes the hero (healthy food choices, increased heart rate, muscles, etc).

Possible Collaboration Partners

- Classroom teachers
- Community Leaders
- SPED teachers
- ELL teachers
- Counselors
- Social workers

Workflow *(Milestones of Learning)*

- Students are introduced to the topic and information.
- Introduce materials and how they can be used.
- Informal observations while students are working and conversing with peers.
- Review of student work.
- Formative assessment.

Showcase of Student Learning *(End Product)*

Students should have voice and choice in how they would like to demonstrate their learning. Encourage them to answer the questions, "How can I tell others about the characteristics of a hero?" "How can I tell the story of my hero of history?" "How can I tell my own story of being heroic?" By gathering the answers from your students, you can easily identify products and performances for a summative assessment.

- Students act as the teacher to share what they have learned about their historical hero.
- Public Service Announcement (PSA) video or short writing skits that can be presented via morning announcements on what bravery, kindness, etc., are and how we can demonstrate these at school.
- Compare/contrast presentation of a hero of history with a current hero in my family or my community.
- For older students: Sculpture (such as design a Play-Doh monument for your hero) and explain their product in a video recording.
- For older students: T-shirt book report about their hero of history.
- Tech idea for older students: Stop-motion animation short video to tell the story of their historical hero.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Students work with teachers and individually to complete the lesson above. Consider extra support students might need with information and resources.

Hybrid Learning Environment
Teachers walk through the process of the lesson in person and students could complete the research and documenting portion of this lesson at home. Historical hero readings and print materials should be provided for students who do not have technology at home. Consider sending home what was covered in the classroom so families can provide proper support and have necessary background knowledge.

Remote Learning Environment
The assignment could be posted on the school district's preferred school platform with links to a video with all the instructions, along with the links to databases and resources.

All instructions for this lesson, including a rubric, could be sent home on paper along with historical hero readings. Print materials could be provided for students.

Instructional Example:

My Heritage

Essential Question:

How does my family heritage help mold who I am?

Competency Codes Addressed:

ELA: ELA.P 1.1, ELA.P 2.1, ELA.P 3.5
HGSS: HGSS.P 2.1
Media Arts: MA.P 2.1, MA.P 4.1 SECD
PE: PE.P 4.1, PE.P 4.2
SECD: SECD.P 2.2, SECD.P 3.4, SECD.P 3.5, SECD.P 4.3, SECD.P 5.2, SECD.P 5.4
Visual Arts: VA.P 1.1, VA.P 3.2

Elements of High-Quality Instruction

- Students create a family heritage project to share.
- With help from families, students create a photo book or collage from photos of family members, sometimes from many generations, that they bring from home (digital or real photos).
- Students use a storyboard template organizer to complete a family heritage narrative writing.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Reflection
- Decision-making and problem-solving
- Self-management
- Self-awareness

Elements of Collaboration

- ELA
- HGSS
- Families
- Specialists
- Grade-level team teacher
- Multi-age grade level teacher

Possible Collaboration Partners

- Families
- Specialists
- Grade-level team teacher
- Multi-age, grade-level teacher
- Museums or cultural centers/heritage experts

Workflow *(Milestones of Learning)*

- Students access family information and photographs from home.
- Students use a writing organizer to complete details of each photograph.
- Students place photos in a digital or nontechnology format.
- Students narrate each photo with their writing or add the writing to the nontech photo collage.
- Students present projects to families.

Showcase of Student Learning *(End Product)*

- Publish on an online learning platform or nontech photo collage and writing.
- Present at family showcase in person or online.

Accommodations/Modifications Considerations (per KSDE guidance)

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Consider working diligently with any online platforms, websites, etc., so students have working knowledge of how to use them. Teachers might want to give parents lead time in order to gather photos and family information. Think about what could be done if a child does not have family photos to use for this project.

Hybrid Learning Environment

Online activities/recordings could be

made available to help students complete assignments at home after the initial learning is done in school. Consider sending home information to parents when the project is started. It might be helpful to have a checklist of items that will be completed at school and items that will need to be completed at home.

Remote Learning Environment

There may need to be exceptions made for those students who do not have access to technology or an alternative form provided for them to complete this project. Consider how a child's family or caregiver could be involved on a deeper level in this project if it is all completed at home. Think about students presenting their final project in some video format that is submitted to the teacher that could then be compiled and sent to all students. If a video is not possible, consider having students/parents send pictures of their child working on this project and the final product. This could be shared with all students.

Instructional Example:

Weather

Essential Question(s):
What is weather? How is our weather different from day to day?

Competency Codes Addressed:
ELA: ELA.P 1.1, ELA.P 1.2, ELA.P 2.2
Math: MATH.P 1.1, MATH.P 1.2, MATH.P 5.4, MATH.P 5.5
Science: SCI.ESS.P 3.1
SECD: SECD.P 3.1, SECD.P 3.2, SECD.P 4.3

Elements of High-Quality Instruction
- Video lesson with key vocabulary and activity directions .
- Group team discussion and development of discovery questions.
- Choice board or team activities.
- Collect and analyze data over time.
- Draw conclusions and answer essential questions.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Identify and describe a variety of emotions.
- Identify weather situations that might evoke emotional responses.
- Describe and practice sending effective verbal and nonverbal messages

Elements of Collaboration
- Data collection and analysis (math).
- Written conclusions (ELA).
- Books about the weather and weather patterns (ELA).
- Weather patterns around the world (HGSS).

Possible Collaboration Partners
- Professional Learning Communities (PLCs)
- Families and/or community members with expertise
- Vertical collaboration
- Cross-curricular collaboration

Workflow *(Milestones of Learning)*
- Understanding of key vocabulary and activity directions.
- Discovery questions.
- Completion of choice board/team activities.
- Collection of data.
- Participation in team discussions.

Showcase of Student Learning *(End Product)*
- Describe weather and how it can vary day to day through a variety of modes (pictures, verbal, video, demonstration, written, etc.).
- Utilize a rubric to assess learning.
- Digital presentation.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Videos could be viewed at school or as homework (if students have access to technology). Group discussion and activities could happen in the classroom or outdoors.

Hybrid Learning Environment

While students are in school, they can practice making detailed observations of the weather and how to document that in their journal. Students could also take this journal home and document the weather during the times that they are not in the building. A compare/contrast could be completed of the different observations. Consider having students call family members who live in different areas and ask about the weather where they live and document that in their journal, too. Video conferencing/ team discussions could happen at home (if students have necessary devices). Activities and books through a mix of in-person and online platforms could be used.

Remote Learning Environment

Encourage students to go outside at least once every few days and observe many different things (examples: Where is the sun in the sky? What do the clouds look like? What does it feel like?). Discuss how things might look and feel different during different times of day. Suggest that students watch or listen to the weather forecast one evening, and then observe the weather the next day and answer follow-up questions. Students could also graph data, such as temperature, from the weather forecast, and then document the actual high temperature each day and make a comparison graph. Consider having students call family members who live in different areas and ask about the weather where they live and document that in their journal, too.

CO-TEACHING

Instructional Example:

Identify Geometric Shapes

Essential Question(s):
How do you help students explore shapes and other geometric concepts?

Competency Codes Addressed:
ELA: ELA.P 2.2
Math: MATH.P 5.1, MATH.P 5.2, MATH.P 5.4, MATH.P 5.5, MATH.P 6.1, MATH.P 6.2, MATH.P 6.3
SECD: SECD.P 1.4, SECD.P 5.2, SECD.P 3.5
Media Arts: MA.P 1.1

Elements of High-Quality Instruction
- Exploration of shapes.
- Students develop questions.
- Explore and understand vocabulary.
- Teacher guided.
- Discovery and classification of shapes and attributes.
- Modeled and guided.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Provide a safe and supportive environment with clear direction and expectations.
- Understand active listening.
- Ask clarifying questions.
- Identify situations within their control and outside of their control that might evoke emotional responses.

Elements of Collaboration
- Age-appropriate text and books about shapes (ELA).
- Drawings and paintings with shapes (art).
- Songs about shapes (music).

Possible Collaboration Partners
- Resource coaches
- Special education department
- Title I
- ELL
- Social workers
- Counselors

Workflow *(Milestones of Learning)*
- Introduce shapes by reading a book and encouraging questions about shapes (make graph or table).
- Identify shapes with real-life examples, books, videos, explore outside, digital platform, etc. (small group).
- Investigate shapes by allowing students a sensory experience (touch, feel, draw).
- Constructs shapes on own and gives definition (shape quilt activity).
- Extension: Students can make shapes out of shapes. Example: A hexagon from triangles.

Showcase of Student Learning *(End Product)*
- The student will have the ability to accurately identify basic shapes by their name, number of sides and vertices, and if the shape is flat (2D) or not.
- The student will communicate their final product by submitting any of the following choices to show they know and understand the concept: photograph (self-made or through digital platform); video through selected educator platform; audio with photograph; audio with drawing; or verbally (in person or via phone video).

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

Teachers need to be aware of the co-teaching model that is best for the learning environment and students that will be involved.

Hybrid Learning Environment Considerations

In person:

Consider introducing shapes and concepts of how to sort and classify shapes. Think about having students complete several examples in the classroom so they have a complete understanding before completing the rest of the activity on their own at home.

At home:

Students can use what they have at home (chalk, Play-Doh, household items, etc.) to help them discover, identify and classify different shapes. Students can document this in multiple forms (drawings, digital pictures, etc.).

Remote Learning Environment Considerations

If students have a device with internet access, provide safe, age-appropriate links for viewing and learning. Think about sending home math manipulatives or materials to draw. Consider how students can use what they have at home (chalk, Play-Doh or household items) to help them discover, identify and classify different shapes. Students can document this in multiple forms (drawings, digital pictures, etc.). Consider having students use items they find in their yard (rocks, leaves, sticks, etc.) to create shapes and label them.

GRADE BAND
PRE-K-2

INQUIRY LEARNING/PBL

Instructional Example:

Creating an Inclusive and Accessible Outdoor Learning Area

Essential Question:
How do we create an inclusive and accessible outdoor learning area?

Competency Codes Addressed:
SECD: SECD.P 1.2, SECD.P 6.1, SECD.P 3.6
ELA: ELA.P 3.5, ELA.P 1.1
HGSS: HGSS.P 3.1
Math: MATH.P 5.1, MATH.P 5.3
Music: MUS.P 1.1, MUS.P 2.1, MUS.P 2.2
Visual Arts: VA.P 2.1, VA.P 2.1
Media Arts: MA.P 1.2
PE: PE.P 1.1, PE.P 2.1, PE.P 5.1

Elements of High-Quality Instruction

- Teacher acts as facilitator as students move through the lesson.
- Students work in small groups or pairs.
- Students access the internet to research the best outdoor learning areas.
- Students interview maintenance workers, building contractors, landscape architects, administrators via zoom or face-to-face.
- Groups collaborate in different environments: classroom, outdoors.
- Students use the design process to guide projects.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Cooperation
- Sharing/taking turns
- Communication
- Self-regulation
- Appropriate use of materials/technology
- Responsibility
- Respect
- Self-awareness
- Compassion and empathy
- Anti-bullying
- Mindfulness
- Kindness and friendship

Elements of Collaboration

- **PE:** Students create or find equipment that can be adapted to meet the needs of all students who would use the learning area. This equipment could be objects that can be tossed, leaped/skipped over, balanced on, etc.
- **Music:** Students create an outdoor sounds area, incorporating high/low, fast/slow, loud/soft (quiet) and favorite sounds.
- **Pre-K:** Students can draw a map showing elements they would like implemented in an outdoor play area.
- **Counselors:** Individual and small-group discussions about enjoying the natural world, caring for others, responsibility, calming activities and respect. Students learn about gardening/landscaping careers, taking care of our earth, etc.
- **Library:** Research using print materials and databases about what constitutes an inclusive outdoor learning area.
- **Compute:** Using a computer/iPad app, students can create a drawing/plan of what the outdoor learning space will look like.
- **Science:** Students can research types of natural elements to incorporate in the outdoor area.
- **Social studies:** Students can interview community members to find out about building regulations.

Possible Collaboration Partners

- Humanities teachers
- STEAM teachers
- Co-curricular teachers
- Community/parents
- Administration

Workflow *(Milestones of Learning)*

- Introduce the design process and scaffold student learning.
- Students begin working in small groups or pairs and research using age-appropriate materials.
- Provide check-ins and conferencing throughout the project.
- Support students in setting up interviews and journaling information.
- Students create a final product to be shared with an authentic audience.

Showcase of Student Learning *(End Product)*

- Display.
- Sharing out with class/families/

community members.
- Informance/performance
- Survey of student choice of equipment.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Consider having students work in small groups. Think about the different ways interviews could be completed (virtually, in person, etc.). Students might tour possible spaces for outdoor learning in person or virtually.

Hybrid Learning Environment
Introduction to project and assignment of groups on-site. Think about creating a video, slideshow or pictures to show possible spaces for outdoor learning design and spaces that are accessible and inclusive. If all students have internet access and a device, use an online platform to guide students to acceptable websites about outdoor learning spaces. Use an online platform to allow students to respond to each other's questions and to interview community or administration or consider having students use a journal to record their process and learning. Use online platforms such as Zoom, Google Meet, Microsoft Teams, etc., for small-group interaction, interviews and presentations.

Remote Learning Environment
Introduce projects and watch slideshows, videos or show pictures of accessible and inclusive spaces. Encourage students to look at their own backyard play equipment or local park and determine accessibility and inclusiveness. Consider having students work with their siblings to encourage thinking beyond themselves for accessibility and inclusiveness. Teachers might have students list different groups of kids that would use the play equipment. Consider having students document their findings either in a journal, drawing or online platform. Consider having students interview other adults, children or community members about what they would like to see included with community play equipment. If students have devices and internet access, teachers might consider using an online video platform to meet with students and have them share their findings. Students could also create their own equipment by using soft materials, such as socks as a ball, blankets to balance on and pillows to leap over.

Instructional Example:

How Do Artists Grow and Become Accomplished in Art Forms?

Students complete an artist study to explore the topic of how artists grow.

Essential Question:
How do the colors an artist chooses affect their artwork?

Competencies Addressed:
VA.P 1.1, VA.P 1.2, VA.P 2.1, VA.P 4.1, VA.P 4.2, VA.P 4.3, VA.P 5.1, VA.P 5.2, ELA.P 2.2, ELA.P 3.4

Elements of High-Quality Instruction

- Focus on important ideas that artists:
  - Experiment with materials.
  - Observe and investigate to prepare for making artwork.
  - Create personally satisfying artwork.
  - Elaborate by adding details.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Communication skills.
- Self-regulation.
- Growth mindset.
- Problem-solving.
- Soliciting feedback and being an active listener.
- Demonstrating respect for the perspectives of others.
- Collaboration and conflict resolution strategies.
- Goal-setting, planning and organization of time and materials.
- Perseverance

Elements of Collaboration

- **ELA:** Compare and Contrast, Interpret information from a variety of sources.

Who might be your collaboration partners?

- Classroom teachers
- Parents/caregivers

Workflow *(Milestones of Learning)*

- Students experiment with color mixing to create "new" colors.
- Students observe and articulate what they observed. What happened when they mixed colors? What worked as they expected? What didn't?
- Introduce the color wheel as an artist's tool. Students mix primary colors to create secondary colors for a color wheel (can be done with paint, play doh, frosting, etc.). Introduce the idea of tints and shades and how to make them using black and white.
- Look at art work of everyday objects (i.e., pop art). Have students identify colors they see and analyze what the ingredients for each color would be, using knowledge of the color wheel.
- Compare images that represent the same subject (food paintings). What do you see? What makes you think that? What do they remind you of? How are they alike? (Repetition, color, shadows, etc.) How are they different?
- Students brainstorm ideas for what to make in their own food painting and communicate ideas to the teacher. Preliminary sketches are made before drawing a final image. Pictures of foods can be provided for observation to aid in drawing. Teacher gives feedback on sketches and drawing before painting begins. Students use knowledge of the color wheel to create desired colors for their work.

Showcase of Student Learning *(End Product)*

- Color experiments page (older students can write the "recipe" for each color they created, i.e., red+blue=purple).
- Student reflection on their experiments (spoken or recorded).
- Student-created color wheel to be used both as learning activity and a reference for later work.
- Student artwork:
- Personal and relevant to student life (choice of a favorite food).
- Employs use of color mixing to create, refine work for desired effects.
- Elaborates by using details.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to

monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Students work with teachers and peers to complete the lesson above.

Hybrid Learning Environment
While students are in school they can practice mixing colors and making new colors. At home, students could journal their observations of mixing and making new colors. Students could compare images that represent the same subject (food paintings) by looking at art online at home or at school if there is no access at home. The students could complete their drawing or painting either at home or at school. Video conferencing/team discussions could happen at home (if students have devices). Learning can be shared in class or an online platform.

Remote Learning Environment
If students have a device with internet access, provide safe, age-appropriate, links for viewing and learning. Think about sending homeart supplies for this project. Consider how students can use what they have at home (chalk, Play-Doh, shaving cream, frosting, food coloring and other household items) to help them complete their artwork. Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform. Teachers could deliver needed art supplies.

Instructional Example:

Shapes Everywhere

Driving Question:
How can we show others that shapes are all around us?

Competency Codes Addressed:
ELA: ELA.P 1.2, ELA.P 3.5
Math: MATH.P 6.1, MATH.P 6.2, MATH.P 6.3
SECD: SECD.P 2.5, SECD.P 5.2, SECD.P 2.4
Visual Arts: VA.P 5.1

Elements of High-Quality Instruction

- Driving (essential) question, relevant to learner
- Active engagement
- Time for reflection/feedback
- Conferencing

Student voice

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Ask clarifying questions.
- Demonstrate ability to listen to others.
- Identify and demonstrate problem-solving process.

Elements of Collaboration

- Students keep shape journal as part of research (ELA).
- Observing artwork (art).
- Attributes of shapes (math).

Possible Collaboration Partners

- PLC with grade-level teachers and support staff.
- Families and community members with expertise.
- PLC with grade-level teachers and support staff members.
- Specials teachers.
- Families and community members with expertise.

Workflow *(Milestones of Learning)*

- Teachers pre-assess students on the essential question.
- Teachers have conferences with students to set goals, determine steps, review timelines and guidelines.
- Students observe everyday items at home and school to gather information about shapes (research to answer driving questions).
- Students create the final project and present.

Showcase of Student Learning *(End Product)*

- Student teams could create an exhibit using their choice of materials and platforms to show shapes in our environment. Exhibits can be displayed at the school for parents and other students or in community businesses.
- Students individually keep a shape journal of shape attributes they observed during research.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Teachers might take a walking field trip and ask students to look for shapes in different areas to set the stage for this project. Consider asking students how they would tell others about shapes or how they would display different shapes to help others learn about them.

Hybrid Learning Environment
Consider scaffolding students learning face-to-face and allowing for student exploration while they are at home. Think about how students will share their exploration that occurs outside of the classroom. Encourage students to explore in and around their home and to bring knowledge and information back to school with them in the form of writing, drawing, journaling, etc.

Remote Learning Environment
Consider having students gather as many household items as possible and share their findings through writing, drawing or video conferencing. Think about having a week or two of show and tell that surrounds shapes. Students might discuss or document all of the different places (different rooms at home, park, outdoors, etc.) they have found shapes during a week. Students, community members and other stakeholders might display shapes in a window of their house and a scavenger hunt could be offered for students.

Instructional Example:

Create Your Own Instrument Using Commonly Used Items

Essential Question:
What instruments can you make from items at school, home, or outdoors?

Competency Codes Addressed:
Music: MUS.P 6.1
Visual Arts: VA.P 3.1
Science: SCI.PS.P 1.3
PE: PE.P 2.6, PE.P 5.1
SECD: SECD.P 1.2, SECD.P 6.1, SECD.P 3.6

Elements of High-Quality Instruction

- Teachers act as facilitator as students create their instrument, whether at school or at home.
- Students may work individually or in small-group centers.
- Students may use the internet or teacher resources for ideas.
- Students could explain the process of their creation.
- Collaborate, if applicable, in different environments: classroom, outdoors or at home.
- Students use the design process as a guide.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Cooperation
- Sharing/Taking turns
- Communication
- Self-regulation
- Appropriate use of materials/technology
- Responsibility
- Respect
- Self-awareness
- Compassion
- Empathy
- Anti-bullying
- Mindfulness
- Kindness
- Growth mindset

Elements of Collaboration

- **PE:** Use a ball to dribble, creating rhythm patterns.
- **Art:** Draw or paint personally meaningful designs on the instrument, if applicable.
- **Library:** Read-alouds/videos on how different instruments are made. Discuss.
- **Computer:** Students create a list of materials needed, either by picture or through written word.
- **Counselor:** Recognize what sounds calm you down and recognize the sound/beat with each emotion. How could your instrument express your feelings?
- **Pre-K:** Students can use recycled materials to create a musical instrument of their choice.
- **Social Studies:** Investigate evolution of musical instruments.
- **Science:** Investigate science of sound (pitch, volume, vibration).

Possible Collaboration Partners

- Classroom teachers
- PE, art, music, library, computer and science and social studies teachers
- Community leaders
- Volunteers
- Speech language pathologist
- SPED teachers
- ELL teachers
- Counselors
- Social workers, aides, paraprofessionals
- Reading specialists
- Administration
- Other schools

Workflow *(Milestones of Learning)*

- Pre-K/K: Students may use provided materials, such as toilet tubes and dry beans, to build an instrument with given instructions.
- First- and second-grade students: Students may use provided or found materials, such as toilet tubes and dry beans, to create their own instrument.
- Thumbnail drawings/sketches/plans.
- Discussion.
- Conference with teacher/check-in.
- Check list/exit ticket.
- Demonstration for teacher, with revision, if needed.
- Student interviews (video or paper).
- Performance: In person or through an online platform.
- Collaboration strategies.

Showcase of Student Learning *(End Product)*

- Display.
- Sharing out with class/families/community members.
- Informance/performance.
- Performing/sharing with other schools via an online platform.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Teacher could introduce the project, assignment and examples. Interview/check-ins will be face-to-face or by using technology. Students, buildingwide, may tour the "found sound museum" exhibit to view instruments prior to demonstration.

Hybrid Learning Environment
Teachers could introduce the project and assignment, with examples, to students face-to-face or by using an online platform. Use of an online platform, if applicable for interaction, interviews/check-ins and demonstration. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge. Students may tour the "found sound museum" exhibit in person, virtually or by another communication form, such as a phone call. Demonstrations could be either in person, virtually or by using another communication format, such as the teacher conducting a porch visit.

Remote Learning Environment
Caregivers could introduce the project and assignment, with examples and information provided by the teacher. Teachers could use an online platform, if applicable for interaction, interviews/check-ins and demonstration. Students may tour the "found sound museum" exhibit virtually or by another communication form, such as a porch visit or phone call. Demonstrations could be either virtually or by using another communication format. Consider what household items could be used for students to create an instrument. Encourage students to not only use materials they find in their house, but also outside in the environment around them.

Instructional Example:

Healthy Choices=Long Life

Essential Question:
How can our school best support our overall health and wellness? What limitations are there and how can you find creative ways around these limitations?

Competency Codes Addressed:
ELA: ELA.P 1.2, ELA.P 2.1, ELA.P 2.2,ELA.P 3.2, ELA.P 3.4, ELA.P 3.5
PE: PE.P 4.1, PE.P 4.2
Health: H.P 1.1, H.P 1.2, H.P 1.3, H.P 1.4, H.P 1.5, H.P 1.6, H.P 1.7, H.P 1.8

**Based on the project selected, additional competencies could be addressed*

Elements of High-Quality Instruction

- Students might connect nutrition and diet with fitness and exercise, exploring how healthy choices in each of these areas improves overall wellness.
- Students may undertake research that exposes often conflicting ideas and beliefs on health and wellness approaches, and they explore questions about school practices.
- Students could arrive at informed, justifiable recommendations that the school community can support, either through changes in policy or through improved implementation of policy.
- Students could find opportunities in their school and surrounding community for physical activity, school gardening or other wellness-supporting experience.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Reflection
- Decision-making and problem-solving
- Self-management (regulation)
- Self-awareness
- Co-regulation
- Social interaction
- Emotional development

Elements of Collaboration

- English Language Arts
- Health
- Writing

Possible Collaboration Partners

- Grade level teaching partner and aides
- Vertical teams
- Specialists
- Community and businesses
- Caregivers

Workflow *(Milestones of Learning)*

- Teachers could pre-assess students on their thoughts on the essential question.
- Teacher and student may hold one-to-one and small-group conferences to set goals and determine steps and goals during project
- Student and group reflections might be continuous throughout the project.
- Students could plan out their project following given timeline and directions.
- Students may conduct research to answer essential questions.
- Students could put together their research into a project.
- Students may present their projects.

Showcase of Student Learning *(End Product)*

- Students can develop health and wellness recommendations for the school to consider via some form of multimedia presentation.
- Students may utilize various communication and online learning platforms, in groups and individually, in person and virtually, to create a product and meet appropriate competencies.
- Students may display projects in public libraries or local businesses.
- Students may present in small or large groups.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Follow the workflow. Students can use nontechnology and/or technology tools for the end product.

Hybrid Learning Environment
Teachers could introduce the project and assignment, with examples, to students face-to-face or by using an online platform. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge in order to support their student. Teachers might have students journal what they eat at school and what they eat at home followed by a compare-and-contrast activity. If students journal what they eat at home, when they return to school, teachers could hold an in-depth conversation about how healthy the items are, and they could compare what they ate to what their classmates ate.

Remote Learning Environment
Follow the workflow. Teachers could introduce the project and assignment, with examples, to students by using an online platform or by another communication format, such as conducting a porch visit or phone call. The use of technology or nontechnology tools may be used for research by the students. Students may share their projects virtually or by another communication form, such as a phone call. Consider having students journal what they eat for lunch every day and chart how many healthy items they eat vs. unhealthy items. Teachers could encourage healthy eating by providing information to parents, so parents can help engage their child in conversations about healthy eating.

NATURE-BASED OUTDOOR CLASSROOM

Instructional Example:

Seed Necklace-Classify/Sort

Essential Question:
Why are seeds important?

Competency Codes Addressed:

ELA: ELA.P 1.2, ELA.P 2.1, ELA.P 2.2, ELA.P 3.2, ELA.P 3.3, ELA.P 3.4, ELA.P 3.5
Math: MATH.P 1.1, MATH.P 1.2, MATH.P 1.3, MATH.P 1.4, MATH.P 1.5, MATH.P 2.1, MATH.P 2.2, MATH.P 4.2, MATH.P 4.3, MATH.P 5.4, MATH.P 5.5
Science: SCI.LS.P 2.1, SCI.LS.P 2.2
SECD: SECD.P 1.1, SECD.P 1.2, SECD.P 3.1, SECD.P 5.2, SECD.P 2.3, SECD.P 2.4, SECD.P 3.5, SECD.P 3.2
Visual Arts: VA.P 1.1
Media Arts: MA.P 1.1

Other competencies can be met as well throughout the lesson.

Elements of High-Quality Instruction

- Inquiry-based teaching, collaborative instruction, small group.
- Offer hands-on activities and projects utilizing all five senses.
- Create safety rules with students for using the outdoor space environment.
- Teacher may spend time observing students.
- Multiple examples of seeds are available, such as pinecone, fruit (apple, strawberry, etc.) and sunflower seeds.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Reflection
- Decision-making and problem-solving
- Self-awareness
- Self-management
- Social awareness
- Interpersonal skills
- Elements of Collaboration
- English Language Arts
- History, government, social studies
- Math
- Science (engineering design, science investigations, technology cross-cutting concepts)
- Physical Education

Possible Collaboration Partners

- Professional Learning Communities (PLCs)
- Vertical teams
- Specialists
- Community experts

Workflow *(Milestones of Learning)*

- Students learn the parts of a seed as they collect and examine them.
- Students classify and sort seeds based on observable characteristics.
- Students learn why seeds are important to plants and wildlife.
- Students read nonfiction texts about seed parts and their importance.
- Students write about their investigations.

Showcase of Student Learning *(End Product)*

- Gallery walks
- Scavenger hunt
- Discussions
- Online learning platforms for sharing
- Seed necklace

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Students can use nontechnology and/or technology tools for the end product.

Hybrid Learning Environment
Teachers could introduce the assignments and examples to students face-to-face or by using an online platform. Students could be introduced to parts of a seed in class, and then complete the sorting and observing in a home setting. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge. Students may share their learning in person, virtually or by another communication form, such as a phone call.

Remote Learning Environment
Consider having students look at seeds in different fruits that they might eat at home. Think about seeds they might find walking around their neighborhood, in the park or in their yard. Students could observe and sort these different seeds and share their work through drawing, writing, journaling, etc. Teachers might send home printed materials to provide a scaffold of learning for seeds and how they are important. Consider having students observe their yard for seeds and animals and how they might interact.

Instructional Example:

Volleying and Striking Through Developmental Play

Competencies Addressed:
PE: PE.P 1.2, PE.P 2.4, PE.P 3.1, PE.P 5.1
Health: H.P 1.4, H.P 1.5
SECD: SECD.P 2.4, SECD.P 3.1, SECD.P 3.3

Elements of High-Quality Instruction

- Teachers should demonstrate what it means to strike and volley. How are they the same? Different?
- Teachers should give examples of what could be used if equipment is not available.
- Students should start by using their hand to strike and a soft object (balloon) to volley.
- Students begin by staying stationary and should evolve into moving around open space.
- Students should attempt to strike the object as many times as they can before it hits the ground.
- Students can also strike the object into a designated space.
- Students can strike it to a partner or to the wall and create a volley.
- Students can use any object to create a net, and begin to play a game with a partner or attempt to run around the net and volley to themselves.
- When ready, students can use an implement to begin striking and volleying.
- Teachers could set up stations that allow for practice of each lesson.
- Teachers should empower the students to understand this activity can improve overall health by staying active.
- Teachers should empower students to understand that it's okay to use equipment that makes them feel safe and secure.
- Teachers will challenge the students to identify how the activity makes them feel (excited, scared, brave, etc.).
- Teachers could use an exit ticket system to decide if they felt like they got it, so-so or need some help.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Self Control
- Strength and weaknesses
- Problem-solving
- Personal space
- Perseverance

Elements of Collaboration

- **Music:** Students could use background music from songs they are working on.
- **Counselor:** Students can use SECD skills from counseling lessons.
- **Science:** Students could discuss how force brings the object down and sends it back up.

Who might be your collaboration partners?

- Parents
- Music teacher
- Counselor
- Online video demonstrations from other students and teachers.

Workflow *(Milestones of Learning)*

- Students demonstrate striking and volleying skills.
- Students identify their emotions while using skills.
- Students show prior movement skills
- Students work with peers in a positive way.

Showcase of Student Learning *(End Product)*

- Students perform their skills in a game setting,
- Students self-evaluate their performance.
- Students use activity to enhance their health and well-being.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students will require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

- Plan and organize activities that provide opportunities for striking and volleying practice.
- Proactively prepare students with reliable technology for hybrid or remote learning by giving them ideas of how this could be done in a variety of settings.

Hybrid Learning Environment Considerations

- The use of virtual instruction, keying in on students prior skills and knowledge.
- Provide written directions with pictures of activities and steps.
- Giving ideas of equipment that could be used at home.
- Provide timely and meaningful feedback to students as targets are attempted/ met.

Remote Learning Environment Considerations

- Providing timely feedback to students seeking help and requesting options.
- Including family members and/or caretakers
- Individualized support for struggling students.

Instructional Example:

Properties of Matter

Essential Question:
How do scientists classify matter? How can matter change?

Competency Codes Addressed:
ELA: ELA.P.1.1, ELA.P.1.2
Science: SCI.PS.P.1.1, SCI.PS.P.1.4
Math: MATH.P.6.1, MATH.P.6.2, MATH.P.6.3
SECD: SECD.P.2.3, SECD.P.3.4, SECD.P3.2
PE: PE.P 3.1

Elements of High-Quality Instruction
- Exploration of matter
- Student develops questions
- Choice board
- Teacher guided
- Student discovery
- Classification of matter properties
- Modeled and guided

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Develop self-control skills.
- Identify people, places and other resources to go for help.
- Identify scheduled activities and allocate appropriate time.

Elements of Collaboration
- English Language Arts
- Math
- Science (engineering design, science investigations, technology cross-cutting concepts)
- Physical Education

Possible Collaboration Partners
- Professional Learning Communities (PLCs)
- Dedicated collaboration time for implementation
- District garden coordinator/master gardeners
- Caregivers and community members with expertise
- Vertical collaboration, cross-curricular collaboration

Workflow *(Milestones of Learning)*
- Students could define the states of matter.
- Students might identify between solid, liquid and gas.
- Students might describe environmental shapes and items and their attributes.
- Students may describe environmental shapes and items with their properties of matter.
- Students could sort shapes and items by their properties of matter.
- When a problem arises, teachers may lead a discussion of what state of matter needs to be changed to help come to a resolution.

Showcase of Student Learning *(End Product)*
- Classify matter by its observable properties:
- Picture sort.
- Verbal description of a classification.
- Video of classification.
- Demonstration of the classification.
- Written description of the classification.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations
Follow the workflow. Students can use nontechnology and/or technology tools for the end product. This can be done in any outdoor or indoor setting. In the garden, apply this lesson to the needs of plants through the plant cycle to have a successful garden.

Hybrid Learning Environment Considerations

Follow the workflow. Think about how concepts will be introduced to students and how information will be taught in the face-to-face environment. Consider what you would have students explore at home by gathering household items and sorting them into appropriate categories. Students could show their learning by documenting (pictures, drawing, labels, etc.) the items they found and bringing the information back to school.

Remote Learning Environment Considerations

Follow the workflow. Consider household items students can use to explore matter. Think about starting with just having students look at water in all three states of matter. Students can further explore the concept by gathering many different household items, indoors and outdoors, and categorizing them appropriately. Think about having students teach another family member about the concepts of matter to show their learning. Consider having students share their learning through an online platform, porch visit, phone call, drawing, writing, etc.

PERSONALIZED LEARNING

Instructional Example:

Personalized Spelling

Essential Question:
How do I apply spelling skills in everyday communication?

Competency Codes Addressed:
ELA: ELA.P 2.2, ELA.P 1.1, ELA.P 1.2, ELA.P 1.3, ELA.P 3.1
SECD: SECD.P 1.4, SECD.P 2.4, SECD.P 3.2, SECD.P 2.3, SECD.P 3.5, SECD.P 4.4, SECD.P 4.5, SECD.P 5.2, SECD.P 5.4

Elements of High-Quality Instruction
- Teachers may provide each student with a list of words and choices on practicing the spelling pattern.
- Students may listen to the word list and copy the words along with the video.
- Students may engage in choices to study and practice the spelling pattern/skill.
- Teachers can make data-driven decisions through weekly observations and assessments that may determine when a student moves onto the next list of words.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Reflection
- Decision-making and problem-solving
- Self-management (regulation)
- Self-awareness

Elements of Collaboration
- Vocabulary (ELA, science, math, social studies)
- Word application in different content areas Possible Collaboration Partners
- Grade-level teaching partner
- Vertical teams
- Specialists

Workflow *(Milestones of Learning)*
- Teacher might pretest students.
- Teacher and student may hold a one-to-one conference to set goals and determine the spelling list (continuous).
- Teacher can teach the spelling process and how to make daily activity choices.
- Teacher may conduct regular assessments (exit tickets or other methods) and adjust, modify and use data as needed in one-on-one conferences.

Showcase of Student Learning *(End Product)*
- Writing samples
- Online learning platforms
- Exit tickets
- Completed student work
- Choice board
- Spelling test

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Teacher may provide each student with a list of words and choices on practicing spelling patterns. Students may listen to the word list and copy the words along with the video. Students may engage in choices to study and practice the spelling pattern/skill. Teachers can make data-driven decisions through weekly observations and assessments that may determine when a student moves onto the next list of words. Students can use technology and/or nontechnology tools (Play-Doh, finger paint, shaving cream, etc.) for the end product.

Hybrid Learning Environment
Teachers can introduce the spelling

patterns, assignments and examples to students face-to-face or by using an online platform. Teachers might observe students face-to-face, virtually or using another communication format, such as conducting a porch visit. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge. Students may share their learning in person, virtually or by another communication form, such as an alternative choice board for home setting.

Remote Learning Environment
Follow the workflow. Teachers could introduce the spelling patterns, assignments and examples to students by using an online platform, conducting a porch visit or phone call. Teachers might also consider sending materials home to inform parents of spelling rules and background knowledge. Teachers might observe students virtually, or by using another communication format, such as conducting a porch visit. Students may share their learning virtually with the teacher, personally with their caregiver or another relative or another communication form. Teachers might have students use a choice board for a home setting that allows students to use household items (Play-Doh, chalk, etc.).

Instructional Example:

Architecturally inspired house sculpture

Essential Question:
How do artists design houses?

Competency Codes Addressed:
Visual Arts: VA.P 4.1,VA.P 1.2,VA.P 5.2
Math: MATH.P 6.3
ELA: ELA.P 1.1
SECD: SECD.P 1.4,SECD.P 3.2, SECD.P 3.3, SECD.P 2.4,SECD.P 3.5
Music: MUS.P 3.1, MUS.P 3.2
PE: PE.P 5.1, PE.P 5.2

Elements of High-Quality Instruction

- Student discovery is hands-on.
- Modeled practice by the teacher.
- Appropriate use of materials.
- Collaborative strategies.
- Assess student learning frequently.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Appropriate use of materials/technology
- Responsibility
- Respect
- Self-awareness
- Problem-solving
- Ask clarifying questions
- Allocation of time

Elements of Collaboration

- **Library:** Read alouds on structures and how they are built.
- **Computers:** Create a structure using on-line tools.
- **Science:** Use the design process to construct structures.
- **Social Studies:** Read about the history of architecture.
- **PE:** Use stacking cups to build one structure.
- **Music:** Listen to sound samples from different venues ie., concert hall, bathroom, classroom, outdoors, etc. Discuss how each location sounded different (acoustics).

Possible Collaboration Partners

- Classroom teachers
- Co-curricular teachers
- Community and caregivers

Workflow *(Milestones of Learning)*

- Teachers may introduce academic vocabulary.
- Students might access online or print content to explore the architecture of Frank Lloyd Wright, Antoni Gaudi and Steven Holl.
- Students could screenshot or draw three or more architectural elements.
- Students might draw a design of a house using architectural elements (shapes, lines and textures).
- Students may create a sculpture of their house using a collection of common items.
- Students might add landscape elements of their choice.
- Students could reflect on the project.
- Students may write reflection of their project using academic (architectural) vocabulary.

Showcase of Student Learning *(End Product)*

- House sculptures
- Reflection statements

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve, or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

Follow the workflow. Students can use technology and/or nontechnology tools for the end product.

Hybrid Learning Environment Considerations

Follow the workflow. Teachers could introduce the vocabulary, assignments and examples to students face-to-face or by using an online platform. Teachers might observe and provide feedback to students face-to-face, virtually or using another communication format, such as conducting a porch visit. Consider sending home what was covered in the classroom so caregivers can provide proper support and have necessary background knowledge. Students may create their sculpture using common school or household items. Students may share their learning in person, virtually or by another communication form, such as an alternative choice board for home setting.

Remote Learning Environment Considerations

Follow the workflow. Teachers could introduce the vocabulary, assignments and examples by using an online platform or conducting a porch visit or making a phone call. Teachers might observe and provide feedback to students virtually or by using another communication format, such as conducting a porch visit. Students may create their sculpture using common school or household items. Students may share their learning virtually, to their caregiver or by another communication form, such as an outside display.

Instructional Example:

Identify Different Sections of a Musical Listening Selection, Utilizing Various Manipulatives or Body Movement to Identify AB or ABA Form.

Essential Question:
Does music have different sections? What might we use to represent different sections in a listening lesson?

Competency Codes Addressed:
Music: MUS.P 3.1, MUS.P 3.2, MUS.P 3.3, MUS.P 5.3, MUS.P 5.4
PE: PE.P 1.1, PE.P 1.2, PE.P 2.2, PE.P 3.1, PE.P 3.2
SECD: SECD.P 1.4, SECD.P 3.2, SECD.P 2.4, SECD.P 2.3, SECD.P 3.5, SECD.P 4.5

Elements of High-Quality Instruction

- Teacher acts as facilitator, as needed, through the process.
- Students may work individually, as pairs, or in small groups at school. Various manipulatives/supplies will be provided.
- Students may use auditory, locomotor and visual skills to disseminate a larger musical work into smaller sections.
- Collaborate, if applicable, outdoors or at home.
- Students transfer knowledge to a new, unknown musical selection.
- Appropriate use of materials/technology

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Responsibility
- Respect
- Self-awareness
- Problem-solving
- Ask clarifying questions
- Allocation of time
- Growth mindset
- Taking turns/sharing

Elements of Collaboration

- **Pre-K:** Students use scarves or other objects and dance according to musical sections.
- **PE:** Teacher will designate two locomotor or manipulative skills that represent A and B. When an auditory or letter cue (A or B) is given, the activity will switch. Could use different levels and pathways as well.
- **Library:** Read- alongs with patterns as the theme.
- **Art:** Students create an AB, ABA and AABA visual pattern necklace using string and pasta, beads, etc.
- **Science:** Investigate properties of sound.
- **Social studies:** Identify instruments from other cultures.

Possible Collaboration Partners

- Classroom teachers
- PE, art, music, library, computer, science and social studies teachers
- Community leaders
- Volunteers
- Speech language pathologist
- SPED teachers
- ELL teachers
- Counselors

- Social workers, aides, paraprofessionals
- Other staff members
- Reading specialists
- Administration
- Other schools

Workflow *(Milestones of Learning)*

- Provide different examples with visuals.
- Provide different examples with movement.
- Using inner hearing with a manipulative/ response for identification of sections.
- Understanding form is an integral part of music.
- Comparing/contrasting the same and different.
- If applicable, movement demonstration, to differentiate sections within the selection.
- Kagan Structures

Showcase of Student Learning *(End Product)*

- Display
- Sharing out with class/families/ community members.
- Informance/performance
- Performing for other schools via an online platform.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations
Teacher could provide multiple listening and movement opportunities while creating their manipulative or locomotor activity for A and B, ie., paper, pre-cut shapes, crayons, etc., will be provided. Students would be encouraged to create or find something to represent A and B (examples: circle, pencil, a movement, etc.) (examples:. hop, clap, hop or crayon, crayon, pencil). Create or find at least two of the same object for A. Follow the workflow.

Hybrid Learning Environment Considerations
Teachers could provide multiple listening and movement opportunities while creating their manipulative or locomotor activity for A and B. Teachers could create a powerpoint slideshow or instructional video or offer an instructional check-list with visual directions to be watched at home. Students could be provided with paper, crayons, etc. for in-school or home use. Students should be encouraged to create or find something to represent A and B. Create or find at least two of the same object for A (examples: circle, pencil, a movement, etc.) (examples:. hop, clap, hop or crayon, crayon, pencil). Pattern strips could be provided for practice work at home.

Remote Learning Environment Considerations
Teachers could deliver the lesson through the district's online platform or provide instructional checklists with visual cues for students who don't have access to technology. Learning could be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.

PLAY-BASED LEARNING

Instructional Example:

Steady Beat With Nursery Rhymes or Poems (Pre-K, K). Speaking the Rhythm of a Nursery Rhyme or a Poem With a Steady Beat (1, 2).

Essential Question:
How does rhyme influence the way that we hear and read poetry?

Competency Codes Addressed:
ELA: ELA.P 3.5
Music: MUS.P 1.1, MUS.P 1.2, MUS.P 2.1, MUS.p 2.2, MUS.P 4.1, MUS.P 4.2
Visual Arts: VA.P 1.1,
SECD: SECD.P1.5, SECD.P 3.3, SECD.P.6.3,SECD.P 6.5, SECD.P3.2
PE: PE.P 5.1, PE.P 5.2

Elements of High-Quality Instruction

- Teacher acts as facilitator as students move through the lesson.
- Students work in pairs or small groups.
- Students access nursery rhymes and poems from the library or family members.
- Groups collaborate in different environments: classroom, outdoors, remotely.
- Involve family members and other faculty members for cultural references, when applicable.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Sharing/taking turns/cooperation
- Problem-solving
- Respect
- Team work
- Anti-bullying steps
- Communication
- Listening to others
- Empathy
- Compassion
- Regulation
- Personal space
- Social distancing
- Kindness
- Friendship

Elements of Collaboration

- **PE:** Sing/recite nursery rhymes while practicing jumping rope and/or other locomotor skills.
- **Music:** Students recite the nursery rhymes/poems with steady beat accompaniment. The student can act, sing, move, etc. according to the different examples.
- **Pre-K:** Students can act out nursery rhymes in the puppet center during center time or on the playground at recess.
- **Counselors:** Learning to work together and including others. Also sharing out how they are feeling with self awareness and using different emotions.
- **Library:** Students can recite/sing nursery rhymes keeping a steady beat to become fluent.
- **Computer:** Using an online platform, students record themselves singing or reciting their nursery rhyme to hear if they sound fluent or choppy.
- **Art:** Students can create costumes for their characters, students can create stop-motion video of nursery rhyme.
- **Science:** Students can investigate the properties of sound.
- **Social Studies:** Students can research history of nursery rhymes.

Possible Collaboration Partners

- Classroom teachers
- PE, art, music, library, computers and science teachers
- Community leaders
- SPED teachers
- ELL teachers
- Counselors
- Social workers, aides, paraprofessionals
- Other staff members

Workflow *(Milestones of Learning)*

- Teachers can introduce students to nursery rhymes by reading nursery rhymes, playing videos of nursery rhymes.
- Students could sing-along and choral read or sing the nursery rhymes together.
- Appropriate use of materials.
- Formative assessment.
  - Ex. Student recites/acts out the nursery rhymes with a puppet they created.
- Teacher observes students throughout the process.

Showcase of Student Learning *(End Product)*

- Student reciting nursery rhyme.
- Students puppet show.
- Reflection.
- Presentation of projects created.

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially-designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment

Introduction to project and assignment of groups in whole group instruction. Teacher could read nursery rhymes and/or show video examples of nursery rhymes. Teacher might provide nursery rhymes books or printed books for reference. For the final presentation, students can act out a nursery rhyme with puppets, props or song.

Hybrid Learning Environment

Introduction to project and assignment of groups face-to-face, if possible. If unable to meet in person, the teacher can share a learning video or an instructional checklist with visual directions. Teachers can also provide nursery rhyme books or printed books for reference to be used at home. For the final presentation, students could act out a nursery rhyme with puppets or songs. Teachers might provide instructions on making puppets or props from items at home for caretakers. Think about using an online platform to allow students to respond to each other's presentation and ask questions. Use an online platform for small-group interaction, interviews and presentations. Phones calls or driveway classes can also be used for sharing learning.

Remote Learning Environment

The teacher can share a learning video on the district's online learning platform or an instructional checklist with visual directions. Teachers can also provide nursery rhyme books or printed books for reference. For the final presentation, students can act out a nursery rhyme with puppets or song. Teachers can provide instructions on making puppets or props from items at home for caretakers. Use an online platform to allow students to respond to each other's presentation and ask questions. Use an online platform for small group interaction, interviews, and presentations. Phones calls or driveway classes can also be used for sharing learning.

Instructional Example:

Family Rules and Roles in the Community

Essential Question(s)
What makes a family?

Competency Codes Addressed:
ELA: ELA.P 1.1; ELA.P 1.2; ELA.P 2.1; ELA.P 2.2; ELA.P 3.1; ELA.P 3.5
HGSS: HGSS.P 2.1; HGSS.P 2.2
Math: MATH.P 1.1; MATH.P 1.2; MATH.P 1.3
Science: SCI.P 1.1; SCI.P 1.2; SCI.P 1.4; SCI.P 2.1; SCI.P 2.3
SECD: SECD.P 1.3; SECD.P 3.1; SECD.P 2.3; SECD.P 2.4; SECD.P 4.2; SECD.P 4.4; SECD.P 5.2; SECD.P 5.3; SECD.P 5.4; SECD.P 3.6; SECD.P 6.5
PE: PE.P 1.1; PE.P 2.1; PE.P 2.2; PE.P 3.1; PE.P 5.1
Visual Arts: VA.P 1.1
Music: MUS.P 1.1

Elements of High-Quality Instruction

- Students can explain their role in the family.
- Students can share why we have rules in families and what the rules are.
- Students can talk about why we have rules in our community.
- Students can explain and model how families have responsibilities to each other and their community.
- Students can read about families and compare how families are different or the same as their family.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Reflection
- Decision-making and problem-solving
- Self-management
- Self-awareness
- Social awareness
- Interpersonal skills

Elements of Collaboration

- ELA
- HGSS
- Math
- Science (engineering design, science investigations, technology cross-cutting concepts)
- PE

Possible Collaboration Partners

- Grade-level teaching partner
- Vertical teams
- Specialists
- Families
- Community stakeholders

Workflow *(Milestones of Learning)*

- Teacher pre-assess students on essential questions.
- Teacher survey students' interests to help set up the play environment to meet interests.
- Teacher plans and sets up a learning environment based on communication, fine-motor, gross-motor, personal/social and problem-solving.
- Teacher assessment is continuous. Adjustments are made as needed.

Showcase of Student Learning *(End Product)*

- Performance projects
- Online learning platforms
- Drawings/visual representations
- Talk/explanations/demonstrations
- Teaching Peers

Accommodation/Modification Considerations *(per KSDE guidance)*

As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery

Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

Follow the workflow using child-interests and teacher facilitation of play settings and materials (e.g., drama, art/music, science, math, block, sensory table, etc.) Students are exposed to a variety of family structures and roles through books, videos, pictures and sharing about their own families. Students are allowed to role-play the family structure in their play environment. Teacher is constantly observing for learning objectives and adjustments are made as needed. Learning can be shown with role-play, discussions, drawings, etc.

Hybrid Learning Environment Considerations

Offer family choice boards giving guidance to families on setting up play environments. Teacher facilitation may include digital modeling via online platforms as to how to facilitate play in the home setting. Students are exposed to a variety of family structures and roles through books, videos, pictures and sharing about their own families. Resources could be posted on the district's online platform. Teacher can explain to families that learning can be shown with role-play, discussions, drawings, etc.

Remote Learning Environment Considerations

Offer family choice boards giving guidance to families on setting up play environments. Teacher facilitation may include digital modeling via online platforms as to how to facilitate play in the home setting. Students are exposed to a variety of family structures and roles through books, videos, pictures and sharing about their own families. Resources could be posted on the district's online platform. Teachers can explain to families that learning can be shown with role-play, discussions, drawings, etc. Learning could be shared with families face-to-face with driveway classes, outdoor class and/or an online platform.

Instructional Example:

Structured Literacy

Essential Question:
How do letters and sounds create words? OR
What defines a fluent reader

?Competency Codes Addressed:
ELA: ELA.P 1.1, ELA.P 1.2, ELA.P 1.3, ELA.P 2.1, ELA.P 2.2, ELA.P 3.1, ELA.P 3.2, ELA.P 3.3, ELA.P 3.4, ELA.P 3.5,
SECD: SECD.P 1.4, SECD.P 2.2, SECD.P 2.4, SECD. P 3.1, SECD.P 5.2, SECD.P 2.3, SECD.P 3.4, SECD.P 3.5, SECD.P 4.1, SECD.P 4.3, SECD.P 4.4, SECD.P 4.5, SECD.P 3.1, SECD.P 3.2, SECD.P 6.4, SECD.P 6.6

Elements of High-Quality Instruction

- Students can manipulate sounds to make meaning from text.
- Students have routines and rules about phonological awareness and phonics is explicitly and systematically taught.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Reflection
- Decision-making and problem-solving
- Self-management
- Self-awareness
- Social awareness
- Interpersonal skills

Elements of Cross-Curricular Collaboration

- ELA
- HGSS
- Social-Emotional Learning

Who might be your collaboration partners?

- Grade-level teaching partner
- Vertical teams
- Specialists
- Counselor/social worker

Workflow *(Milestones of Learning)*
Teacher and student follow a system of "I do, We do, You do"

- I do:
  - Teacher models phoneme segmentation with head-waist-toe (ex. Cat = /c/ touch head, /a/ touch waist, /t/ touch toes).
  - Teacher dictates a letter, word or sentence to students. Students hear the letter, word or sentence and repeat it, and write it.
  - Teacher models quick flash and say grapheme sounds, read, spell and use vocabulary terms.

- We do:
  - Students pick a word from a pile of unknown words with decodable sound/letter patterns, read it and turn to their partner and use it in a sentence. Repeat.
  - Students practice decoding words in isolation and using those words in connected text by writing sentences.
  - The teacher provides corrective feedback and scaffolds the process, stepping back to allow students to work independently, or stepping in to reteach, as needed.
- You do:
  - Students use moveable letters to encode (teacher dictates words and students tap phonemes and say the words).
  - Students play games to practice hearing sounds or reading words automatically (only games that ensure students are hearing sounds or reading words MULTIPLE times).
  - Students read decodable, or other controlled texts, to practice the words just learned.

Showcase of Student Learning *(End Product)*

- Read at expected competency level

Write at expected competency level

- Student-to-student discussions
- Student-to-teacher discussions
- Online learning platforms

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Teacher and student follow a system of "I do, We do, You do." Teacher models phoneme segmentation with head-waist-toe (ex. Cat=/c/ touch head, /a/ touch waist, /t/ touch toes). Students practice decoding words in isolation and using those words in connected text by writing sentences. The teacher provides corrective feedback and scaffolds the process, stepping back to allow students to work independently, or stepping in to re-teach, as needed. Conferencing can be held in school or online. Activities can be completed face-to-face in small groups or 1:1.

Hybrid Learning Environment
Learning menus can be posted on the district's online platform to be watched at home or at school if tech is not available at home. The teacher provides corrective feedback and scaffolds the process, stepping back to allow students to work independently, or stepping in to re-teach, as needed. Conferencing can be done online or face-to-face. Activities can be completed via a paper (i.e., cut letters from magazines, magnetic letters, build with playdough, etc.) Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.

Remote Learning Environment
Learning menus and resources can be posted on the district's online platform. Conferencing can be done online. Activities can be completed via a paper (i.e., cut letters from magazines, magnetic letters, build with playdough, etc.) Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.

SMALL-GROUP INSTRUCTION

Instructional Example:
Animal Needs

Essential Question:
What do animals need in order to live and grow?

Competency Codes Addressed:
Science: SCI.LS.P 2.1, SCI.LS.P 2.2
ELA: ELA.P 1.2, ELA.P 2.1
Math: MATH.P 5.5
SECD: SECD.P 1.4, SECD.P 3.2, SECD.P 2.3, SECD.P 3.5, SECD.P 5.2
Visual Arts: VA.P.5.1

Elements of High-Quality Instruction
- High quality introduction using engaging materials with the whole group initially.
- Introduce vocabulary words and encourage discussion.
- Communicate expectations and instructions for small groups.
- Rotations and ensure that students are on task and engaged while participating in them.

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*
- Understand active listening.
- Identify and demonstrate problem-solving processes.
- Ask clarifying questions.
- Self-regulation.
- Demonstrate an ability to listen to others

Elements of Collaboration
- **ELA:** Books about animals and their needs
- **Math:** Classify and sort data into groups of animal needs; Problem solving
- **Art:** Play-Doh sculptures; role-playing during dramatic play.

Possible Collaboration Partners
- PLC, dedicated collaboration time for implementation
- Families parents and/or community members with expertise.
- Vertical collaboration.
- Cross-curriculum collaboration.

Workflow *(Milestones of Learning)*
- Introduce basic needs of animals (air, water, food, shelter) and vocabulary words.
- Investigate, identify and match different foods with the animals that consume them.
- Explore various high-quality texts about animal's needs with library books, printed books and digital platforms.
- Create a model of animal(s)/shelters.
- Act out in dramatic play using students favorite animal(s) and taking turns discussing their needs with other participants.

Showcase of Student Learning *(End Product)*
- The student will be able to communicate the basic needs of animals and share the work that they have completed in each of the small group rotations using their written/digital portfolios.
- Animal models.
- Role-playing.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment Considerations

Introduce basic needs of animals (air, water, food, shelter) and vocabulary words. Investigate, identify and match different foods with the animals that consume them. Explore various high quality texts about animal's needs with leveled readers and digital platforms. Create a model of animal(s)/shelters. Act out in dramatic play using student's favorite animal(s) and take turns discussing their needs with other participants.

Hybrid Learning Environment Considerations

Introduce basic needs of animals (air, water, food, shelter) and vocabulary words via face-to-face or learning videos. Investigate, identify and match different foods with the animals that consume them via online platform activity or cut and paste activity. Explore various high quality texts about animal's needs with library books, printed books, and digital platforms. Create a model of animal(s)/shelters. Act out in dramatic play your favorite animal(s) and take turns discussing their needs with other participants. Could be shared with class and families, face-to-face with driveway classes, outdoor class and/or an online platform.

Remote Learning Environment Considerations

Learning resources and videos can be posted on the district's online platform. Teachers can provide library books or printed books if technology is not available. Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.

BLENDED LEARNING

Instructional Example:

Hokusai Waves and Paper Sculpture Exploration

Essential Question:
How do artists work? How do artists create work that effectively communicates?

Students explore the work "The Great Wave" or "Under the Wave off Kanagawa" by Katsushiki Hokusai, and then use what they learned to experiment with creating movement in a paper sculpture. Along the way, students explore the ways artists work: generating ideas, exploring materials, building skill in techniques and reflecting on the artistic process.

Competencies Addressed:
VA.P 1.1, VA.P 1.2, VA.P 2.1, VA.P 4.1, VA.P 4.2, VA.P 4.3, VA.P 5.1, VA.P 5.2, PE.P 1.2, MUS.P 1.1, MUS.P 6.2

Elements of High-Quality Instruction

- Pose purposeful, open-ended questions.
- Active student engagement .
- In a blended model style, teachers could use easy video tools to explain concepts, introduce artists, or offer explicit directions/demonstrations for media, techniques or processes that students could use for creation.
- Offer ongoing feedback as students are creating.
- End product involves a high level of student choice and is relevant (connection to self and world).

SECD Incorporation *(Dispositions - Mindset and Soft Skills)*

- Communication skills.
- Self-regulation.
- Growth mindset.
- Problem-solving.
- Soliciting feedback and being an active listener.
- Demonstrating respect for the perspectives of others.
- Perseverance.

Elements of Collaboration

- **Music:** Movement to a song inspired by art.
- **Dance or PE:** Concepts of movement.

Who might be your collaboration partners?

- Music/PE teachers
- Paraeducator
- Family/caregiver

Workflow *(Milestones of Learning)*

- Students view artwork and the teacher prompts students with questions either in person or in a video introduction. (Responding/Connecting)
  - What do you see?
  - What makes you think that?
  - What else can we find?
  - Encourage students to make connections to their own experience (What does this remind you of? When have you seen water look white? Have you ever seen a wave? Been in a boat?)
- Share relevant background information about the work.
- Introduces the concept of movement in art. Have students act out the movement of the waves and boats with hands/arms or bodies. Have students move to the music inspired by art of the sea.
- Students view a demonstration of ways to create movement with paper strips: folding, curling, bending, and tacking/gluing in place. Students are encouraged to experiment with overlapping, building up layers and combining techniques to create new forms.
- Students use paper sculpture techniques to build their own interpretation of waves or another choice subject that communicates movement. (Creation)
- Students share their artworks with others and explain their process, connections to the original work of art and/or how they feel about the product.

Showcase of Student Learning *(End Product)*

- Student reflection (spoken or recorded) of their observations, interpretations and reflections on the work.
- Student artwork demonstrating movement.
- Student reflection (spoken or recorded) on the process of how they generated their ideas, refined/changed artwork in the process and their evaluation of their final product.

Accommodation/Modification Considerations *(per KSDE guidance)*
As you plan your instructional frameworks for the various learning environments, consideration for students who will need access to instruction that will prepare them to meet, achieve or exceed grade-level competencies should be a priority. To access and address gaps, deficiencies and exceptionalities, some students require additional support through specially designed instruction and/or tiered systems of support.

Progression Toward Mastery
Refer to KSDE competency rubrics to monitor student progression toward mastery of each competency through multiple exposures. Level 3 is considered mastery of a competency. Rubrics show progression toward mastery with the levels of learning (1, 2, 3, 4).

Learning Environment Considerations

On-Site Learning Environment
Students work with teachers and individually to complete the lesson above. Consider extra support students might need with information and resources.

Hybrid Learning Environment
Teachers walk through the process of the lesson in person and students could complete the research and art project portion of this lesson at home. Consider sending home what was covered in the classroom so families can provide proper support and have necessary background knowledge. Artwork and music could be on an online platform or printed pictures with music recommendations given to parents. Students can share their artworks with others and explain their process, connections to the original work of art and/or how they feel about the product. Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.

Remote Learning Environment
The assignment could be posted on the school districts preferred school platform with links to a video with all the instructions along with the links to databases and resources. All instructions for this lesson including a rubric could be sent home on paper along with print materials could be provided for students. Learning can be shared with class and families face-to-face with driveway classes, outdoor class and/or an online platform.