

You and Your World – Kindergarten

Students as Individuals

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Independently understands they are unique and special.	Generally understands they are unique and special.	Has some understanding that they are unique and special.	Does not show awareness of themselves as unique and special.
Consistently identifies changes in the body and lists characteristics unique to him/her... .	Routinely identifies changes in the body and lists characteristics unique to him/her... .	At times, identifies changes in the body and/or lists characteristics unique to him/her... .	Unable to identify changes in the body and/or lists characteristics unique to him/her... .
Consistently identifies needs and wants common to all children.	Generally able to identify needs and wants common to all children.	Somewhat able to identify needs and wants common to all children.	Not able to identify needs and wants common to all children.
Consistently understands how roles of family members change over time.	Generally understands how roles of family members change over time.	Somewhat shows an understanding of how roles of family members change over time.	Unable to show understanding of how roles of family members change over time.
Consistently recognizes families (local, national, and global) have varied traditions, rituals, and celebrations.	Generally recognizes families (local, national, and global) have varied traditions, rituals, and celebrations.	With prompting, recognizes families (local, national, and global) have varied traditions, rituals, and celebrations.	Unable to recognize families (local, national, and global) have varied traditions, rituals and celebrations.
Consistently, identifies and describes groups to which they belong.	Generally able to identify and describe groups to which they belong.	With prompting is able to identify and describe groups to which they belong.	Unable to identify and describe groups to which they belong.
Communicates effectively, solves problems, and demonstrates conflict-resolution skills.	Generally able to communicate effectively, solve problems, and demonstrate conflict-resolution skills.	Needs prompting to communicate, solve problems, and resolve conflicts.	Unable to communicate effectively, solve problems, and resolve conflicts.
Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)			

Healthy Lifestyles

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Thoughtfully explains in their own words the importance of personal hygiene and practices ways to reduce the spread of germs.	Easily explains in their own words the importance of personal hygiene and practices ways to reduce the spread of germs.	With prompting, explains in their own words the importance of personal hygiene and practices ways to reduce the spread of germs.	Is not able to explain in their own words the importance of personal hygiene and does not practice ways to reduce the spread of germs.
Precisely lists types of activities that support a healthy lifestyle.	Generally lists types of activities that support a healthy lifestyle.	With prompting, lists types of activities that support a healthy lifestyle.	Unable to list types of activities that support a healthy lifestyle.
Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)			

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Exploring My World: Materials (alternate unit to *Our Senses*) Found under Learning Packages at <https://portal.nbed.nb.ca/tr/lr/k-8Science/Pages/default.aspx>

4 – Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently asks questions, selects materials, chooses and follows procedures to explore materials purposefully.	Generally asks questions, selects materials, chooses and follows procedures to explore materials purposefully.	Incompletely or with prompting asks questions, selects materials, chooses and follows procedures to explore materials purposefully.	Rarely able to ask questions, select materials, choose and follow procedures to explore materials purposefully.
Consistently makes observations and sorts or sequences materials according to more than one attribute.	Generally makes observations and sorts or sequences materials according to one or more attributes.	Incompletely or with prompting makes observations and sorts or sequences materials according to one attribute.	Rarely able to make observations and sort or sequence materials according to one attribute.
Independently communicates ideas and experiences to others in a variety of ways.	Generally communicates ideas and experiences to others in a variety of ways.	Incompletely or with prompting communicates ideas and experiences to others.	Rarely able to communicate ideas and experiences to others.
Independently uses a wide range of descriptive vocabulary to communicate about characteristics of materials.	Generally uses descriptive vocabulary to communicate about characteristics of materials.	Uses some descriptive vocabulary to communicate about characteristics of materials.	Uses limited descriptive vocabulary to communicate about characteristics of materials.
Consistently responds appropriately to the ideas and contributions of others and encourages others' contributions.	Generally responds appropriately to the ideas and contributions of others.	Incompletely or with prompting responds appropriately to the ideas and contributions of others.	Rarely able to respond appropriately to the ideas and contributions of others.
Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)			

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Our Senses (omitted if *Exploring My World: Materials* unit is completed)

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Consistently and independently identifies the five senses, examples of protection of the senses, and examples of aids for sense organs.	Generally identifies the five senses, examples of protection of the senses, and examples of aids for sense organs.	Incompletely or with prompting identifies the five senses, examples of protection of the senses, and examples of aids for sense organs.	Rarely able to identify the five senses, examples of protection of the senses, and examples of aids for sense organs.
Consistently and independently uses their senses to explore characteristics of a wide variety of materials and changes in materials.	Generally uses their senses to explore characteristics of materials and changes in materials.	Incompletely or with prompting uses their senses to explore characteristics of materials and changes in materials.	Rarely able to use their senses to explore characteristics of materials and changes in materials.
Consistently uses a wide range of descriptive vocabulary to communicate about characteristics of materials.	Generally uses descriptive vocabulary to communicate about characteristics of materials.	Uses some descriptive vocabulary to communicate about characteristics of materials.	Uses limited descriptive vocabulary to communicate about characteristics of materials.
Evidence: mini class projects, observations of interactions, responses to experiences and read alouds, evidence of concepts in shared experiences (expressive vocabulary, contribution of ideas)			

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Place and Community

4 - Excelling	3 - Meeting	2 - Approaching	1 - Working Below
Strongly able to describe and locate some of the natural and constructed features of their community	Generally able to describe and locate some of the natural and constructed features of their community	Somewhat able to describe and locate some of the natural and constructed features of their community	Not able to describe and locate some of the natural and constructed features of their community
Consistently identifies actions that help them be safe in the community.	Routinely identifies actions that help them be safe in the community.	Partially identifies actions that help them be safe in the community.	Hardly ever identifies actions that help them be safe in the community.
Consistently identifies actions that help them be safe at home, school and community (and act accordingly).	Routinely identifies actions that help them be safe at home, school and community (and act accordingly).	Partially identifies actions that help them be safe at home, school and community (and act accordingly).	Hardly ever identifies actions that help them be safe at home, school and community (and act accordingly).
Strongly able to identify connections between their community and other communities (local, national, and global).	Generally able to identify connections between their community and other communities (local, national, and global).	Somewhat able to identify connections between their community and other communities (local, national, and global).	Not able to identify connections between their community and other communities (local, national, and global).
Evidence:			