

Grading Benchmarks - KINDERGARTEN

READING

1. Demonstrates phonological awareness, phonics skills and word recognition

	1	2	3	4
Mid-Year	Shows awareness of separate <u>words</u> in sentences	Shows awareness of separate <u>syllables</u> in words	Verbally blends and separates onset and rime in one-syllable words	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; Reads common high-frequency sight words
End-of-Year	Shows awareness of separate syllables in words	Verbally blends and separates onset and rime in one-syllable words	Verbally blends, separates, and adds or substitutes individual sounds in simple, consonant-vowel-consonant (CVC) words; Reads common high-frequency sight words	Beginning to distinguish short from long vowel sounds in one-syllable words; Beginning to read grade appropriate irregularly spelled words; Beginning to use word families to read unknown words

2. Demonstrates knowledge of the alphabet

	1	2	3	4
Mid-Year	Identifies the sounds of a few letters	Produces the correct sounds for several letters	Produces the correct sounds for 10-20 letters	Produces at least one correct sound for each letter in the alphabet
End-of-Year	Produces the correct sounds for several letters	Produces the correct sounds for 10-20 letters	Produces at least one correct sound for each letter in the alphabet	Produces short and long vowel sounds and most frequent sounds for each consonant

3. Demonstrates knowledge of print and its uses

	1	2	3	4
Mid-Year	Indicates where to start reading and the direction to follow	Beginning to show awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	Matches a written word with a spoken word; Tracks print from the end of a line of text to the beginning of the next line

Grading Benchmarks - KINDERGARTEN

End-of-Year	Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, and some punctuation	Beginning to match a written word with a spoken word; Beginning to track print from left to right, top to bottom, and page to page	Matches a written word with a spoken word; Tracks print from the end of a line of text to the beginning of the next line	Distinguishes features of a sentence, including capitalization and punctuation
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4. Comprehends and responds to books and other texts

	1	2	3	4
End-of-Year	Retells familiar stories and recounts details from a nonfiction text using pictures or props as prompts	Beginning to retell a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate (i.e. asking specific questions and/or providing details to extend responses)	Retells a familiar story and recounts an informational text in proper sequence, including major events and characters as appropriate	Retells stories and recounts informational texts with many details about characters, events, ideas and story lines with support

5. Reads with fluency

Demonstrates accuracy, appropriate expression, and adequate rate in INSTRUCTIONAL texts

	1	2	3	4
End-of-Year	Reads word-by-word; does not self-correct any errors; stops at difficulty, relying on support to problem-solve unknown words	Reads word-by-word with some short phrases; self-corrects only some errors; at difficulty, initiates problem-solving of a few unknown words	Reads in short phrases most of the time; self-corrects most errors; at difficulty, uses several cues to problem-solve unknown words	Reads in longer phrases at times; self-corrects errors quickly or reads accurately; at difficulty, uses multiple cues to problem-solve unknown words

6. Reads at grade level

Instructional reading level is determined by the Developmental Reading Assessment

	1	2	3	4
End-of-year	Reads at level 3 or below	Reads at level 4	Reads at level 6	Reads at level 8 or above

WRITING

1. Writes name

	1	2	3	4
Mid-year	Writes mock letters or letter-like forms	Writes letter strings	Writes partially accurate first name, with some errors in sequence, form and/or orientation of letters	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)

Grading Benchmarks - KINDERGARTEN

End-of-year	Beginning to writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both)	Writes accurate first name with all letters in correct sequence, form and orientation using uppercase or lowercase letters (or a combination of both); Beginning to write accurate last name	Writes accurate first and last names consistently and independently
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2. Writes to convey ideas and information

	1	2	3	4
Mid-year	Uses drawing, dictation, and letter strings to convey a message	Beginning to use drawing, dictation, and early invented spelling to convey a message	Uses drawing, dictation, and early invented spelling to convey a message	Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed
End-of-year	Uses drawing, dictation, and early invented spelling to convey a message	Beginning to produce very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed	Produces very simple compositions (narrative, informative/explanatory, and opinion) using writing, drawing and dictation to supply information about a topic and narrate an event, incorporating feedback from others as needed	With support, produces simple compositions (narrative, informative/explanatory, and opinion) to supply information about a topic and narrate a sequence of events that include key components (reasons for opinions, facts, some closure), incorporating feedback from others as needed

3. Writes using conventions

	1	2	3	4
Mid-year	<p>** Not reported at this time **</p> <p>However, if a child is demonstrating strong use of conventions, you may comment on this in the narrative Teacher Comments section.</p>			
End-of-year	Prints many upper- and lower-case letters; Writes a letter or combination of letters for most consonants and short vowel sounds	Prints many upper- and lower-case letters; Writes a letter or combination of letters for most consonants and short vowel sounds; Uses basic capitalization (first word in a sentence and the pronoun "I")	Prints many upper- and lower-case letters; Writes a letter or combination of letters for most consonants and short vowel sounds; Uses basic capitalization (first word in a sentence and the pronoun "I"); Writes simple words phonetically based on knowledge of sound-letter relationships	Prints all upper- and lowercase letters; Uses basic capitalization and punctuation; Spells using learned spelling, phonemic awareness, and spelling conventions; Makes simple edits to drafts

Grading Benchmarks - KINDERGARTEN

SPEAKING AND LISTENING

1. Demonstrates listening skills for comprehension

	1	2	3	4
Mid-year	Beginning to respond appropriately to specific vocabulary and simple statements, questions, and stories	Responds appropriately to specific vocabulary and simple statements, questions, and stories	Beginning to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood
End-of-year	Responds appropriately to specific vocabulary and simple statements, questions, and stories	Beginning to respond appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Responds appropriately to complex statements, questions, vocabulary, and stories, asking questions to seek help, get information, or clarify something that is not understood	Independently checks for understanding of material presented orally by asking questions and making comments

2. Uses language to express ideas clearly

	1	2	3	4
Mid-year	Tells simple stories about objects, events, and people not present; lacks many details, and a conventional beginning, middle and end	Beginning to tell stories about other times and places that have a logical order and include major details	Tells stories about other times and places that have a logical order and include major details	Describes familiar people, places, things and events; With prompting and support, provides additional detail
End-of-year	Beginning to tell stories about other times and places that have a logical order and include major details	Tells stories about other times and places that have a logical order and include major details	Describes familiar people, places, things and events; With prompting and support, provides additional detail	Tells elaborate stories that refer to other times and places

3. Engages in conversations

	1	2	3	4
Mid-year	Beginning to use appropriate eye contact, pauses, and simple verbal prompts when communicating	Uses appropriate eye contact, pauses, and simple verbal prompts when communicating	Beginning to use acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)
End-of-year	Uses appropriate eye contact, pauses, and simple verbal prompts when communicating	Beginning to use acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Uses acceptable language and basic social rules during communication with others (e.g., listening to others with care and taking turns speaking about topics and texts under discussion)	Listens attentively while taking turns in a discussion, using nonverbal signals to show understanding and interest (e.g., nodding, appropriate facial expressions)

Grading Benchmarks - KINDERGARTEN

MATHEMATICS

1. Understands and applies number concepts to represent quantities

	1	2	3	4
Mid-year	Demonstrates understanding of the concepts of <i>one</i> , <i>two</i> , and <i>more</i>	Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts	Makes sets of 6-10 objects and then describes the parts; Identifies which part has more, less or the same (equal); Counts all or counts on to find out how many	Makes sets of 11-20 objects and then describes the parts; Solves simple equal share problems
End-of-year	Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts	Makes sets of 6-10 objects and then describes the parts; Identifies which part has more, less or the same (equal); Counts all or counts on to find out how many	Makes sets of 11-20 objects and then describes the parts; Solves simple equal share problems	Answers <i>how much</i> questions about wholes partitioned into equal-size shares of two and four; Verbally labels each part and describes its relationship to the whole

2. Understands shapes

	1	2	3	4
Mid-year	Matches two identical shapes	Identifies a few basic shapes (circle, square, triangle)	Describes basic two-dimensional shapes by using own words; Recognizes basic two-dimensional shapes when they are presented in a new orientation	Describes basic two- <u>and</u> three-dimensional shapes by using own words; Recognizes basic two- <u>and</u> three-dimensional shapes when they are presented in a new orientation
End-of-year	Describes basic two-dimensional shapes by using own words; Recognizes basic shapes when they are presented in a new orientation	Describes basic two- <u>and</u> three-dimensional shapes by using own words; Recognizes basic two- <u>and</u> three-dimensional shapes when they are presented in a new orientation	Shows that shapes remain the same when they are moved, turned, flipped, or slid; Breaks apart or combines shapes to create different shapes and sizes	Distinguishes essential attributes of triangles, rectangles, squares, trapezoids, half-circles, and quarter-circles; visualizes and creates known shapes

Grading Benchmarks - KINDERGARTEN

3. Compares and measures

	1	2	3	4
Mid-year	Intuitively identifies objects as "the same" or "different"	Describes an object based on a single measurable characteristic such as length or weight (e.g. long, short, tall, light, heavy)	Describes an object based on more than one measurable characteristic (e.g. describes a bowling ball as "big and heavy," and a feather as "light and long")	Compares two objects according to size, length, weight, area, or volume (e.g. directly compares the length of two pencils and describes one as shorter or longer)
End-of-year	Describes an object based on a single measurable characteristic such as length or weight (e.g. long, short, tall, light, heavy)	Describes an object based on more than one measurable characteristic (e.g. describes a bowling ball as "big and heavy," and a feather as "light and long")	Compares two objects according to size, length, weight, area, or volume (e.g. directly compares the length of two pencils and describes one as shorter or longer)	Compares three objects by length; Compares the lengths of two objects indirectly by using a third object (i.e. The book is longer than the pencil and the crayon is shorter than the pencil, so therefore the crayon is shorter than the book)

4. Represents and interprets data

	1	2	3	4
End-of-year	With support, knows a few ordinal numbers ("first," "second," etc.)	Knows a few ordinal numbers ("first," "second," etc.) consistently and independently	Reads simple graphs; uses simple comparison and ordinal terms ("first," "second," etc.) to describe findings	Creates and reads simple graphs; Uses simple comparison and ordinal terms ("first," "second," etc.) to describe findings

5. Demonstrates knowledge of patterns

	1	2	3	4
Mid-year	Copies simple repeating patterns	Extends simple repeating patterns	Extends and creates simple repeating patterns	Recognizes, creates, and explains more complex repeating patterns
End-of-year	Extends simple repeating patterns	Extends and creates simple repeating patterns	Recognizes, creates, and explains more complex repeating patterns	Recognizes, creates, and explains more complex repeating patterns and simple growing patterns

Grading Benchmarks - KINDERGARTEN

SCIENCE

1. Demonstrates knowledge of facts and understanding of concepts either orally or in writing

		1	2	3	4
		<u>Modules: Trees & Weather; Materials & Motion</u>			
Mid-year		Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Demonstrates understanding of vocabulary and key concepts related to the following topics: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood	Independently extends understanding of vocabulary and key concepts, including: - trees as living organisms - characteristics of different trees - characteristics of weather and weather changes - properties and uses of wood
		<u>Modules: Trees & Weather; Materials & Motion; Animals Two-by-Two</u>			
End-of-year		Rarely demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Beginning to demonstrate understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Demonstrates understanding of vocabulary and key concepts related to the following topics: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms	Independently extends understanding of vocabulary and key concepts, including: - properties & uses of paper - properties & uses of fabric - motion of objects - trees through the seasons - animals as living organisms - comparing and contrasting living organisms - needs and habitats of living organisms

2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating)

		1	2	3	4
		<u>Modules: Trees & Weather; Materials & Motion</u>			
Mid-year		Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations
End-of-year		Unable or rarely able to learn through discovery; unable or rarely able to use scientific process to conduct investigations and communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Beginning to learn through discovery; sometimes uses scientific process to conduct investigations and to communicate observations (e.g., verbally and/or writing/drawing, science journals/investigations)	Learns through discovery; uses scientific responses to conduct investigations and communicate observations (e.g. verbally and or writing /drawing, science journals/investigations)	Extends scientific understanding to problem-solving situations and/or applications to real-life situations

Grading Benchmarks - KINDERGARTEN

SOCIAL STUDIES

1. Demonstrates understanding of concepts either orally or in writing, and through social interactions

	1	2	3	4
Mid-year	Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates an understanding of key concepts in social studies by: <ul style="list-style-type: none"> - describing ways individuals are unique yet share similarities w/ others - explaining a process for resolving a conflict or solving a problem in the classroom community - identifying important classroom rules - applying an understanding of these concepts to daily interactions in the classroom 	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom
End-of-year	Demonstrates little understanding of concepts, consistently requiring teacher support to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates some understanding of key concepts, sometimes requiring teacher support and additional scaffolding to describe key social studies concepts and apply those concepts to daily interactions in the classroom	Demonstrates understanding of key concepts by: <ul style="list-style-type: none"> - describing some ways families in our community and around the world are similar and different - identifying basic info. that can be found on maps and globes - discussing individual and cultural differences in a manner that expresses respect and appreciation for diversity 	Demonstrates an advanced understanding of key concepts in social studies by consistently and independently applying social studies concepts to daily interactions in the classroom

Grading Benchmarks - KINDERGARTEN

ART

1. Demonstrates understanding of skills and concepts

*Participates with effort, cooperates, follows directions

		1	2	3	4
		Elements and Principles of Art			
ALL		Student is unable to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is developing the skills needed to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture	Student is consistently able to create 2- and 3-dimensional works of art while exploring color, line, shape, form and texture
		Art History / Art Appreciation			
ALL		- Student rarely uses basic art vocabulary - Student rarely identifies basic characteristics of artists' styles	- Student is beginning to use basic basic art vocabulary - Student is beginning to identify basic characteristics of artists' styles	- Student is able to use basic art vocabulary - Student is able to identify basic characteristics of artists' styles	- Student consistently uses basic art vocabulary - Student consistently identifies basic characteristics of artists' styles
		Creative Process			
ALL		- Student rarely applies use of elements of art (ie. color, line, shape, form, texture) in his/her artwork. - Student lacks control of the media being used - Student does not demonstrate safe and appropriate use of art materials and tools - Student rarely creates works of art based on observation of culturally diverse works of art and the world around them - Student rarely develops ideas in artwork	- Student is beginning to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork - Student is beginning to gain control of media being used - Student is beginning demonstrate safe and appropriate use of art materials and tools - Student is beginning to create works of art based on observation of culturally diverse works of art and the world around them - Student is beginning to develop ideas in artwork through problem solving, independent thinking and imagination	- Student is able to apply use of elements of art (ie. color, line, shape, form, texture) in his/her artwork. - Student is able to gain control of the media being used - Student demonstrates safe and appropriate use of art materials and tools - Student is able to create works of art based on observation of culturally diverse works of art and the world around them - Student is able to develop ideas in artwork through problem solving, independent thinking and imagination	- Student is consistently able to apply use of elements of art (ie. color, line, shape, form, texture) in artwork - Student consistently exhibits control of media being used - Student consistently demonstrates safe and appropriate use of art materials and tools - Student consistently creates works of art based on observation of culturally diverse works of art and the world around them - Student consistently develops ideas in artwork through problem solving, independent thinking and imagination

Grading Benchmarks - KINDERGARTEN

MUSIC

1. Demonstrates understanding of skills and concepts

*Participates with effort, cooperates, follows directions

	1	2	3	4
Mid-Year	<ul style="list-style-type: none"> - Student is unable to keep the steady beat through movement, clapping, and performing on rhythm instruments. - Student is unable to differentiate between music that is loud/soft, and fast/slow. 	<ul style="list-style-type: none"> * Student is developing the ability to keep the steady beat through movement, clapping, and performing on rhythm instruments. - Student is developing the ability to differentiate between music that is loud/soft, and fast/slow. 	<ul style="list-style-type: none"> * Student is able to keep the steady beat through movement, clapping, and performing on rhythm instruments. - Student is able to differentiate between music that is loud/soft, and fast/slow. 	<ul style="list-style-type: none"> * Student is consistently able to keep the steady beat through movement, clapping, and performing on rhythm instruments. - Student is consistently able to differentiate between music that is loud/soft, and fast/slow
End of year	<ul style="list-style-type: none"> - Student is unable to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is unable to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is unable to sing music of a variety of styles and cultures, alone and with others. 	<ul style="list-style-type: none"> - Student is developing the ability to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is developing the ability to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is developing the ability to sing music of a variety of styles and cultures, alone and with others. 	<ul style="list-style-type: none"> - Student is able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is able to sing music of a variety of styles and cultures, alone and with others. 	<ul style="list-style-type: none"> - Student is consistently able to match pitch when singing with the class, echoing the teacher, or singing with recordings. - Student is consistently able to create rhythmic and melodic patterns on instruments, demonstrating an understanding of loud/soft and fast/slow. Student is consistently able to sing music of a variety of styles and cultures, alone and with others.

Grading Benchmarks - KINDERGARTEN

PHYSICAL EDUCATION

1. Demonstrates understanding of skills and concepts

*Participates with effort, cooperates, follows directions

		1	2	3	4
Movement Education/Rhythm					
Mid-year		<ul style="list-style-type: none"> - Unable to display basic refined movement skills. - Unable to display understanding of basic movement through various pathways - Displays little or no understanding of directional movement - Displays little or no understanding of ranges in relation to basic movement - Displays little or no spatial or coordination skills through movement and manipulative activities - Displays little or no ability to perform various movement and manipulative skills with developmentally appropriate control during skill practice - displays little or no ability to identify 	<ul style="list-style-type: none"> - Inconsistently displays refined basic movement skills - Inconsistently displays basic movement through various pathways in different settings - Inconsistently demonstrates basic movement through various directions in different settings - Inconsistently demonstrates understanding of near and far ranges in different settings - Inconsistently demonstrates basic movement through various levels - Develops spatial and coordination skills through movement and manipulative activities - Inconsistently performs various 	<ul style="list-style-type: none"> - Demonstrates refined basic movement skills (walking, jogging, jumping) in a variety of settings - Demonstrates movement pathways (straight, curved, zig-zag) in various settings - Demonstrates basic movement through various directions (forward, backward, sideways, up and down, diagonal) in different settings - Consistently demonstrates understanding of near and far ranges in different settings (in relationship to others and/or objects) - Demonstrates basic movement through various levels (high, medium, low) in different settings - Demonstrates the spatial and coordination skills through movement and manipulative activities such as walking on a balance beam, twirling a hula hoop, or buttoning and unbuttoning - Performs various movement and manipulative skills (kicking, striking) with developmentally appropriate control during skill practice - Identifies body parts (hands, feet, knees, head) that may be used to control different objects during various manipulative activities 	<ul style="list-style-type: none"> - Consistently demonstrates refined movement skills in various settings - Consistently demonstrates movement pathways in various settings - Consistently demonstrates directional movement in various settings - Consistently demonstrates understanding of ranges in relation to basic movement in various settings - Consistently demonstrates levels during basic movement in various settings - Consistently demonstrates the spatial and coordination skills through movement and manipulative activities - Consistently performs various movement and manipulative skills with developmentally appropriate control during skill practice
	Movement / Locomoto / Non-locomotor Skills / Cooperative Activities				
End of Year		<ul style="list-style-type: none"> - Displays little or no ability to develop and refine fine and stationary gross motor skills while in self-space - Displays little or no ability to demonstrate basic activity and safety rules when refining nonlocomotor skills - Displays little or no ability to distinguish between an offensive and defensive player during game play - Displays little or no ability to explain what it means to display good sportsmanship - Displays little or no ability to demonstrate cooperative and competitive strategies in movement activities and modified games 	<ul style="list-style-type: none"> - Inconsistently develops and refines fine and stationary gross motor skills while in self-space - Inconsistently demonstrates basic activity and safety rules when refining nonlocomotor skills - Inconsistently distinguishes between an offensive and defensive player during game play - Inconsistently explains what it means to display good sportsmanship - Inconsistently demonstrates cooperative and competitive strategies in movement activities and modified games 	<ul style="list-style-type: none"> - Develops and refines fine and stationary gross motor skills while in self-space (e.g. twisting, bending) - Demonstrates basic activity and safety rules when refining nonlocomotor skills (twisting, bending, stretching, curling) - Distinguishes between an offensive and defensive player during game play - Explains what it means to display good sportsmanship - Demonstrates cooperative and competitive strategies in movement activities and modified games 	<ul style="list-style-type: none"> - Consistently displays the ability to refine various fine and stationary gross motor skills while in self-space - Consistently demonstrates basic activity and safety rules when refining nonlocomotor skills - Consistently distinguishes between an offensive and defensive player during various games - Consistently and comprehensively explains what it means to display good sportsmanship in a variety of games and activities - Consistently displays the ability to demonstrate a variety of cooperative and competitive strategies in movement activities and modified games