### **READING**

MP

#### 1. Reads at Grade Level

		<del>-</del>	——————————————————————————————————————	· · · · · · · · · · · · · · · · · · ·			
1st	Reads at a level 20 or below	Reads at a level 24	Reads at a level 28	Reads at a level 30 or above			
Reading level is indicated by the Developmental Reading Assessment							
2. Reads with comprehension: Literal							
Demonstrat	Demonstrates literal comprehension in INSTRUCTIONAL texts						
MP	1	2	3	4			
1st	the text.	Student summarizes a text with some relevant textual ideas and details, demonstrating limited comprehension of the text. Student asks and answers literal questions to uncover details of the text.	Student summarizes a text with relevant textual ideas and details, demonstrating comprehension of the text. Student asks and answers literal questions to uncover main ideas and details of the text.	Student summarizes a text with relevant textual ideas and details, demonstrating an extended comprehension of the text. Student asks and answers literal questions to compare and contrast story elements/text structures.			

#### 3. Reads with comprehension: Inferential

Demonstrates inferential comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
1st	comprehension of the text. Student makes irrelevant connections between the text and prior experiences which do not enrich the meaning of the text.	that are based on incomplete interpretation of prior knowledge, text structure, and	which enhance the	Student makes insightful and mature predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text. Student makes insightful connections between the text and prior experiences which enrich the meaning of the text.

#### 4. Reads with fluency

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

MP	1	2	3	4
ALL	Student reads primarily word- by-word with occasional but infrequent or inappropriate phrasing. Student reads without smooth or expressive interpretation. Student makes irregular pauses. Student does not pay attention to author's meaning or punctuation. Student reads without stress or uses inappropriate stress. Student reads with a slow	smooth, expressive interpretation. Student almost never pays attention to author's meaning	three- and four- word phrase groups. Student reads with some smooth, expressive interpretation. Student uses some pausing guided by author's meaning and punctuation. Student reads with mostly appropriate stress and rate	Student reads in larger, meaningful phrases or word groups. Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation. Student uses the appropriate stress and rate with only a few slowdowns.

Fluency criteria indicated by the Fountas and Pinnell Benchmark Assessment System

#### 5. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

MP	1	2	3	4
1st	Student is unable or rarely	Student inconsistently	Student demonstrates	Student demonstrates stamina
	able to demonstrate stamina	demonstrates stamina during	stamina during reading and	during reading and writing
	in reading and writing	reading and writing workshop	writing workshop for twenty	workshop for greater than twenty
	workshop for twenty (20)	for twenty (20) minutes.	(20) minutes.	(20) minutes.

### WRITING

1. Generat	1. Generates, expresses, and supports ideas clearly					
MP	1	2	3	4		
1st - 2nd	Focus of the writing unclear or drifts often May lack an opening Few details to support topic Details organized but lack transition May lack a closing	from beginning to end Opening is included	Writing has a single focus and engages the reader from beginning to end Opening grabs the reader's attention Details support and elaborate on the topic Details are clearly organized with transitions Clear closing is included	Writing has a single focus, appropriate to the genre or audience Opening grabs the reader's attention and establishes the focus of the piece Details support and elaborate on the topic, enhancing the reader's understanding. Details are organized, transitioning in a logical sequence Closing is purposeful		
2. Uses a v	rariety of words and descrip	otive phrases				
MP	1	2	3	4		
1st - 2nd	Lacks a variety of words (nouns, verbs, adjectives, adverbs) May not use descriptive words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors,	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)		

3. Varies s	entence type and length			
MP	1	2	3	4
1st - 2nd	Uses mostly simple sentences; may be repetitive May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and phrases
4. Uses co	nventions appropriately (n	nechanics and grammar)	3	Λ
1411	Use of end punctuation is	Uses end punctuation	Uses end punctuation	Uses end punctuation
1st - 2nd	inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	consistently Uses commas in dates and to separate single words in a series. Capitalizes the first word in a sentence, I, dates, and names of people	appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names.	appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles
	elling patterns correctly			
MP	1	2	3	4
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors

#### 3 Does not show evidence of Revises writing by adding Revises writing by adding, Revises writing by adding, and/or deleting words and revision deleting, and changing words deleting, changing, rearranging, Does not show evidence of and details to support the and moving words and sentences editing Attempts to edit for spelling, meaning and organization to enhance the meaning and ALL capitalization, and punctuation Edits for grade-level spelling, organization capitalization, and punctuatior Edits for above grade-level spelling, capitalization, and 7. Demonstrates keyboarding skills 2 3 MP Student can type fewer than Student can type five to nine Student can type ten to Student can type fifteen (15) or five (5) words per minute. (5-9) words per minute. fourteen (10-14) words per 1st-2nd more words per minute. minute. 8. Applies handwriting skills to write legibly. MP Student does not write legibly Student consistently writes legibly Student rarely writes legibly in Student writes legibly in ALL in cursive writing. cursive writing. cursive writing. in cursive writing.

6. Applies editing and revision strategies

### LISTENING AND SPEAKING

1. Engages	s in collaborative discussior	ns		
MP	1	2	3	4
ALL	Student follows agreed-upon rules for discussions, including listening to others with care and taking turns speaking about the topics and texts under discussion. Student builds on others' talk in conversations by responding to the comments of others.	Student follows agreed-upon rules for discussions including gaining the floor in respectful ways. Student builds on others' talk in conversations by linking their comments to the remarks of others.	Student comes to discussions prepared and draws on that preparation and other information known about the topic to explore ideas under discussion. Student asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others. Student explains their own ideas and understanding in	Student poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others. Student reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion
2. Express	es ideas clearly			
MP	1	2	3	4
ALL	Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.		Student reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Student reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.

### 3. Demonstrates listening skills for comprehension

MP	1	2	3	4
	Student asks and answers	Student recounts or describes	Student determines the main	Student paraphrases portions of a
	questions about key details in	key ideas or details from a	ideas and supporting details of	text read aloud or information
	a text read aloud or	text read aloud or information	a text read aloud or	presented in diverse media and
	information presented orally	presented orally or through	information presented in	formats, including visually,
	or through other media.	other media.	diverse media and formats,	quantitatively, and orally.
ALL	Student asks and answers	Student asks and answers	including visually,	Student identifies the reasons and
	questions about what a	questions about what a	quantitatively, and orally.	evidence a speaker provides to
	speaker says in order to gather	speaker says in order to clarify	Student asks and answers	support particular points.
	additional information or	comprehension, gather	questions about information	
	clarify something that is not	additional information, or	from a speaker, adding	
	understood.	deepen understanding of a	appropriate elaboration and	

### Mathematics

#### 1. Understands and applies mathematical concepts

MP	1	2	3	4
	Student rarely tells time to	Student sometimes tells time	Student consistently tells time	Student applies all concepts to a
	the nearest five minutes.	to the nearest five minutes.	to the nearest five minutes.	variety of real-world scenarios.
	Student rarely compares	Student sometimes compares	Student consistently compares	Student makes connections
1st	different combinations of	different combinations of	different combinations of	between concepts.
	money amounts.	money amounts.	money amounts.	Student extends concepts
	Student rarely represents data	Student sometimes represents	Student consistently	independently.
	using a bar graph.	data using a bar graph.	represents data using a bar	
	Student rarely uses patterns to	Student sometimes uses	graph.	
	extend basic	patterns to extend basic	Student consistently uses	
	addition/subtraction facts.	addition/subtraction facts.	patterns to extend basic	
	Student rarely makes ballpark	Student sometimes makes	addition/subtraction facts.	
	estimates as a check for	ballpark estimates as a check	Student consistently makes	
	reasonableness of answers.	for reasonableness of	ballpark estimates as a check	
		answers.	for reasonableness of	
. Recall	ls math facts with speed and	accuracy		
MP	1	2	3	4
	Student rarely knows addition	Student sometimes knows	Student consistently knows	Student builds and can explain
1st				
	facts within 20.	addition facts within 20.	addition facts within 20.	connections between facts to
1st	facts within 20. Student rarely knows	addition facts within 20. Student sometimes knows	addition facts within 20. Student consistently knows	connections between facts to extend fact range.
1st				
	Student rarely knows	Student sometimes knows	Student consistently knows	
	Student rarely knows subtraction facts within 20.	Student sometimes knows subtraction facts within 20.	Student consistently knows subtraction facts within 20.	
3. Comp	Student rarely knows subtraction facts within 20.	Student sometimes knows subtraction facts within 20.	Student consistently knows subtraction facts within 20.	extend fact range.
. Comp	Student rarely knows subtraction facts within 20. utes accurately	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the sum of 3-digit numbers.	Student consistently knows subtraction facts within 20.  3 Student consistently finds the sum of 3-digit numbers.	extend fact range.  4  Student uses a combination of strategies and algorithms to find
. Comp	Student rarely knows subtraction facts within 20.  utes accurately  1  Student rarely finds the sum	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the	Student consistently knows subtraction facts within 20.  3 Student consistently finds the sum of 3-digit numbers.	extend fact range.  4  Student uses a combination of strategies and algorithms to find
. Comp	Student rarely knows subtraction facts within 20.  Lutes accurately  1  Student rarely finds the sum of 3-digit numbers.	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the sum of 3-digit numbers.	Student consistently knows subtraction facts within 20.  3 Student consistently finds the sum of 3-digit numbers.	extend fact range.  4  Student uses a combination of strategies and algorithms to find
. Comp	Student rarely knows subtraction facts within 20.  Lutes accurately  1  Student rarely finds the sum of 3-digit numbers. Student rarely finds the	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the	Student consistently knows subtraction facts within 20.  3  Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit	extend fact range.  4 Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit
B. Comp	Student rarely knows subtraction facts within 20.  utes accurately  1  Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit	Student consistently knows subtraction facts within 20.  3 Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers.	4 Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own
3. Comp	Student rarely knows subtraction facts within 20.  Letter accurately  1  Student rarely finds the sum of 3-digit numbers.  Student rarely finds the difference between 3-digit numbers.	Student sometimes knows subtraction facts within 20.  2 Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers.	Student consistently knows subtraction facts within 20.  3 Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers.	extend fact range.  4  Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy.

#### 4. Understands and solves word problems accurately MP Student rarely represents and Student sometimes represents Student consistently Student readily applies advanced solves 1-step word problems and solves 1-step word represents and solves 1-step problem-solving strategies to new using addition/subtraction, problems using word problems using situations. 1st addition/subtraction, including addition/subtraction, including including money. Student makes connections Student rarely writes number between word problems and can money. money. Student consistently writes Student sometimes writes create complex problems. sentences. number sentences number sentences 5. Clearly expresses mathematical thinking in written and oral form 3 Student rarely communicates Student consistently Student consistently Student sometimes mathematical thinking using communicates mathematical communicates mathematical communicates mathematical thinking using a variety of 1st drawings, diagrams, symbols, thinking using drawings, thinking using drawings, and/or relevant math diagrams, symbols, and/or diagrams, symbols, and/or drawings, diagrams, symbols, relevant math vocabulary. and/or relevant math vocabulary. vocabulary. relevant math vocabulary.

### Science

50101100	blence				
1. Demons	trates knowledge of facts an	d understanding of concepts	s orally and in writing		
MP	1	2	3	4	
1st - Structures of Life	Student rarely demonstrates understanding of vocabulary and key concepts related to the following topics: 1. Plant structures and Functions. 2. Structure, behavior and habitat of Crayfish. 3. Functions of the skeletal system in humans and rodents.	vocabulary and key concepts related to the following topics: 1. Plant structures and Functions. 2. Structure, behavior and habitat of Crayfish. 3. Functions of the	Student consistently demonstrates understanding of vocabulary and key concepts related to the following topics:  1. Plant structures and Functions.  2. Structure, behavior and habitat of Crayfish.  3. Functions of the skeletal system in humans and rodents.	Structure, behavior and habitat of Crayfish. 3. Functions of the skeletal system in humans and rodents.	
2 Annlies	scientific process skills (obser	ving recording data experi	menting interpreting result	s and communicating	
MP	1	2	3	4	
1st - Structures of Life	Student is unable or rarely able to learn through discovery. Student is unable or rarely able to use scientific process skills to conduct investigations and communicate observations (e.g., science journals/investigations).	Student is beginning to learn through discovery. Student sometimes uses scientific process skills to conduct investigations and to communicate observations (e.g., science journals/investigations).	Student learns through discovery. Students consistently uses scientific process skills to conduct investigations and communicate observations (e.g. science journals/investigations).	Student extends scientific understanding to problem-solving situations and/or applications to real-life situations.	

### **Social Studies**

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

MP	1	2	3	4
1st	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	geography and civics by distinguishing among the	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
	nowledge to classroom discussion			
MP	1	2	3	4
1st	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of geographic concepts in class activities and discussions by explaining the positive and negative impact of human-environment interaction analyzing the ways that both the natural and human geography impacts the way people live in a particular place developing possible ways to solve a community problem	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

#### **ART**

1. Demonstrates understanding of skills and concepts \*Participates with effort, cooperates, follows directions MP 3 Elements and Principles of Art: • Student is unable to create 2. • Student is developing skills Student is able to create 2-• Student is able to consistently and 3-dimensional works of to create 2- and 3-dimensional and 3-dimensional works of create 2- and 3-dimensional works art using the basic elements/ works of art using the basic art using the basic elements/ of art using the basic elements/ principles. elements/ principles. principles. principles. • Student is unable to gain Student is developing skills • Student is able to gain • Student is able to show control of the media being to gain control of the media control of the media being consistent control of the media used. used. being used. being used. Student rarely understands Student is beginning to Student understands and Student consistently understands and differentiates between understand and differentiate differentiates between various and differentiates between various art techniques. various art techniques. between various art art techniques. techniques. ALL Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Student rarely identifies • Student is developing skills • Student identifies aesthetic Student can consistently identify to identify aesthetic qualities qualities of exemplary works aesthetic qualities of aesthetic qualities of exemplary exemplary works of art and of exemplary works of art and of art and identify works of art and identify identify characteristics of the identify characteristics of the characteristics. of the artists characteristics of the artists who artists who created them. artists who created them. who created them created them. Student shows little Student is beginning to Student understands cultural • Student consistently shows understand cultural influences influences in art. understanding of cultural understanding of cultural influences in art. Student understands and influences in art. Student is developing skills Student shows consistent Student rarely understands applies basic art vocabulary. or applies basic art vocabulary. to understand and applies understanding and application of basic art vocabulary. basic art vocabulary.

Creative Process:	Creative Process:	Creative Process:	Creative Process:
<ul> <li>Student rarely use elements</li> </ul>	<ul> <li>Student is developing skills</li> </ul>	<ul> <li>Student is able to apply use</li> </ul>	<ul> <li>Student is able to consistently</li> </ul>
of art and basic media in	needed to apply use of	of elements of art and basic	apply use of elements of art and
his/her artwork.	elements of art and basic	media in his/her artwork.	basic media in his/her artwork.
• Student is unable to create	media in his/her artwork.	<ul> <li>Student is able to create</li> </ul>	<ul> <li>student is developing skills to</li> </ul>
works of art with attention to	<ul><li>Student is developing skills</li></ul>	works of art with attention to	create works of art with attention
detail.	to create works of art with	detail.	to detail.
<ul> <li>Student rarely develops</li> </ul>	attention to detail.	<ul> <li>Student is able to develop</li> </ul>	• Student is able to consistently
ideas or demonstrates risk	<ul><li>Student is working toward</li></ul>	ideas and demonstrate risk	develop ideas and demonstrate
taking as an artist.	developing ideas and	taking as an artist.	risk taking as an artist.
<ul> <li>Student is rarely able to</li> </ul>	demonstrating risk taking as	<ul> <li>Student is able to explore</li> </ul>	• Student is able to consistently
		and appropriately use a wide	explore and use a wide array of art
of art media in the production.	. –		media in the production of art.
		' and the second se	
		_	
	production.	craftsmanship.	
Aesthetic Response:	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:
	· ·		Student is consistently able to
· ·			compare and contrast culturally
· · · · · · · · · · · · · · · · · · ·	•	· ·	and historically diverse works of
			art.
			Student is able to use evaluative
evaluative tools such as	able to use evaluative tools	evaluative tools such as	tools such as rubrics for self-
rubrics for self-assessment.	such as rubrics for self-	rubrics for self-assessment.	assessment.
<ul> <li>Student is rarely able to use</li> </ul>	assessment.	<ul> <li>Student is able to use visual</li> </ul>	<ul> <li>Student is consistently able to</li> </ul>
· ·		art terminology to respond to	use visual art terminology to
<u> </u>	able to use visual art	artwork.	respond to artwork.
	artwork.		
	<ul> <li>Student rarely use elements of art and basic media in his/her artwork.</li> <li>Student is unable to create works of art with attention to detail.</li> <li>Student rarely develops ideas or demonstrates risk taking as an artist.</li> <li>Student is rarely able to appropriately use a wide array of art media in the production.</li> </ul> Aesthetic Response: <ul> <li>Student is rarely able to compare and contrast culturally and historically diverse works of art.</li> <li>Student is rarely able to use evaluative tools such as rubrics for self-assessment.</li> </ul>	<ul> <li>Student rarely use elements of art and basic media in his/her artwork.</li> <li>Student is unable to create works of art with attention to detail.</li> <li>Student rarely develops ideas or demonstrates risk taking as an artist.</li> <li>Student is rarely able to appropriately use a wide array of art media in the production.</li> <li>Aesthetic Response:         <ul> <li>Student is rarely able to compare and contrast culturally and historically diverse works of art.</li> <li>Student is rarely able to use evaluative tools such as rubrics for self-assessment.</li> <li>Student is beginning to be able to use evaluative tools such as rubrics for self-assessment.</li> <li>Student is beginning to be able to use evisual art terminology to respond to</li> </ul> </li> </ul>	<ul> <li>Student rarely use elements of art and basic media in his/her artwork.</li> <li>Student is unable to create works of art with attention to detail.</li> <li>Student rarely develops ideas or demonstrates risk taking as an artist.</li> <li>Student is rarely able to appropriately use a wide array of art media in the production.</li> <li>Student is developing skills to create works of art with attention to detail.</li> <li>Student is working toward developing ideas and demonstrate risk taking as an artist.</li> <li>Student is developing skills to create works of art with attention to detail.</li> <li>Student is working toward developing ideas and demonstrate risk taking as an artist.</li> <li>Student is developing skills needed to appropriately use a wide array of art media in the production.</li> <li>Student is developing skills tatention to detail.</li> <li>Student is able to develop ideas and demonstrate risk taking as an artist.</li> <li>Student is developing skills needed to appropriately use a wide array of art media in the production.</li> <li>Student is developing skills attention to detail.</li> <li>Student is able to develop ideas and demonstrate risk taking as an artist.</li> <li>Student is able to explore and appropriately use a wide array of art media in the production.</li> <li>Student is beginning to be able to compare and contrast culturally and historically diverse works of art.</li> <li>Student is beginning to be able to use evaluative tools such as rubrics for self-assessment.</li> <li>Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>Student is able to use visual art terminology to respond to</li> </ul>

#### MUSIC

1. Demonstrates understanding of skills and concepts MP Student is consistently able to play Student is unable to play Student is able to play music Student is developing the music from standard notation ability to play music from from standard notation in the music from standard notation in in the treble clef on pitched standard notation in the treble treble clef on pitched the treble clef on pitched percussion instruments with clef on pitched percussion percussion instruments with percussion instruments with correct playing technique. instruments with correct correct playing technique. correct playing technique. Student is unable to sing playing technique. Student is able to sing Student is consistently able to sing melodies, alone and with Student is developing the melodies, alone and with melodies, alone and with others, others, using all diatonic ability to sing melodies, alone others, using all diatonic using all diatonic Kodaly syllables. Kodaly syllables. Kodaly syllables. and with others, using all Student is consistently able to 1st Student is unable to diatonic Kodaly syllables. Student is able to demonstrate correct playing demonstrate correct playing Student is developing the demonstrate correct playing techniques for Orff instruments. ability to demonstrate correct techniques for Orff techniques for Orff Student is consistently able to playing techniques for Orff show an understanding of proper instruments. instruments. Student is able to show an Student is unable to show an instruments. vocal production/vocal placement Student is developing the understanding of proper voca and breathing techniques. understanding of proper vocal production/vocal placement ability to show an production/vocal placement and breathing techniques. understanding of proper vocal and breathing techniques. production/vocal placement

### Spanish

### 1. Demonstrates an understanding of skills and concepts

#### Targeted Proficiency Level: Novice Mid

The novice-mid language learner understands and communicates at the word level and can independently:

\*Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive)

\*Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking)

\*Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)

**Thematic Context:** Students will demonstrate the skills indicated within the context of family. Students will identify family members, label pictures of family, ask and tell about families, describe size of families, compare their families with others, using current and previously learned vocabulary.

	1	2	3	4
	The student can demonstrate	The student can demonstrate	The student can demonstrate all	The student can consistently
	some of the targeted skills, only	most of the targeted skills, with	of the following skills most of the	demonstrate all of the targeted skills
	with support.	some support needed.	time, with minimal to no support	without any support.
			needed:	
			*Recognize familiar spoken or	
			written words, phrases, cultural	
			gestures and practices	
			*Demonstrate comprehension of	
1st			simple, oral directions,	
130			commands and requests through	
			appropriate physical response	
			*Imitate appropriate gestures	
			and intonation, recite and/or	
			dramatize simple poetry, rhymes	
			and songs	
			*Ask and respond to simple	
			questions	
			*Copy/write words and phrases	

### **Physical Education**

1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
		Movement E	ducation/Rhythm	
	Student is unable to display ability to	Student displays minimal ability to	Student demonstrates essential	Student consistently demonstrates
	demonstrate essential elements of	demonstrate essential elements of	elements of movement while	essential elements of movement while
	movement while performing	movement while performing	performing locomotor/ nonlocomotor	performing a variety of locomotor/
	locomotor/ nonlocomotor activities.	locomotor/ nonlocomotor activities.	activities.	nonlocomotor activities.
	Student is unable to display ability to	Student displays minimal ability to	Student performs the essential	Student consistently performs the
1st	perform the essential elements of	perform the essential elements of	elements of movement during	essential elements of movement
	movement during rhythmic activity.	movement during rhythmic activity.	rhythmic activity.	during various rhythmic activities.
	Student is unable to display ability to	Student displays minimal ability to	Student demonstrates appropriate	Student consistently demonstrates
	demonstrate appropriate control while	demonstrate appropriate control while	control while engaged in games,	appropriate control while engaged in
	engaged in games, activities, or dance	engaged in games, activities, or dance	activities, or dance in various applied	a variety of games, activities, or dance
	in various applied setting.	in various applied setting.	settings.	in various applied settings.

#### **READING**

#### 1. Reads at Grade Level

MP	1	2	3	4		
2nd	Reads at a level 24 or below	Reads at a level 28	Reads at a level 30	Reads at a level 34 or above		
Reading level is indicated by the Developmental Reading Assessment						

#### 2. Reads with comprehension: Literal

Demonstrates literal comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
	Student is unable to identify	Student partially identifies the	Student identifies the main	Student cites details in the text to
	the main idea of a text or the	main idea of a text.	idea in a text.	support the main idea.
	main idea is unclear.	Student incompletely	Student identifies story	Student identifies story elements
	Student is unable to identify	identifies characters, setting,	elements, including	characters, setting, and plot
	characters, setting, and plot	and plot events, including	characters, setting, and plot	events, and point of view.
2nd	events, including problem and	problem and solution.	events, including problem and	Student recognizes the purpose of
	solution.	Student recognizes some	solution.	literary devices, including
	Student is unable to recognize	literary devices, including	Student recognizes literary	alliteration, onomatopoeia, and
	literary devices, including	alliteration, onomatopoeia,	devices, including alliteration,	imagery.
	alliteration, onomatopoeia,	and imagery.	onomatopoeia, and imagery.	
	and imageny			

### 3. Reads with comprehension: Inferential

Demonstrates inferential comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
	Student makes irrelevant	Student recognizes and uses	Student uses clues in the text	Student uses clues in the text and
	inferences which do not	clues in the text to make	and accurate and relevant	accurate and relevant prior
	enhance the comprehension of	inferences which may not	prior knowledge to make	knowledge to make inferences
	the text.	enhance the comprehension of	inferences to enhance the	that develop the process of
2nd	Student is unable to identify	the text.	comprehension of the text.	reasoning that leads them to a
	character traits.	Student identifies character	Student identifies character	conclusion about the text.
		traits.	traits and can notice how	Student identifies character traits
			characters affect the story.	and explains how characters affect
				the entreme

#### 4. Reads with fluency

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

MP	1	2	3	4
ALL	Student reads primarily word- by-word with occasional but infrequent or inappropriate phrasing. Student reads without smooth or expressive interpretation. Student makes irregular pauses. Student does not pay attention to author's meaning or punctuation. Student reads without stress or uses inappropriate stress. Student reads with a slow	Student reads with almost no smooth, expressive interpretation. Student almost never pays attention to author's meaning or punctuation.	three- and four- word phrase groups. Student reads with some smooth, expressive interpretation. Student uses some pausing guided by author's meaning and punctuation. Student reads with mostly appropriate stress and rate	Student reads in larger, meaningful phrases or word groups. Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation. Student uses the appropriate stress and rate with only a few slowdowns.

Fluency criteria indicated by the Fountas and Pinnell Benchmark Assessment System

#### 5. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

	MP	1	2	3	4
		Student is unable or rarely	Student inconsistently	Student demonstrates	Student demonstrates stamina
	2nd	able to demonstrate stamina	demonstrates stamina during	stamina during reading and	during reading and writing
	2nd	in reading and writing	reading and writing workshop	writing workshop for twenty	workshop for greater than twenty
		workshop for twenty (20)	for twenty (20) minutes.	(20) minutes.	(20) minutes.

### WRITING

1. Generat	1. Generates, expresses, and supports ideas clearly						
MP	1	2	3	4			
1st - 2nd	Focus of the writing unclear or drifts often May lack an opening Few details to support topic Details organized but lack transition May lack a closing	from beginning to end Opening is included	Writing has a single focus and engages the reader from beginning to end Opening grabs the reader's attention Details support and elaborate on the topic Details are clearly organized with transitions Clear closing is included	Writing has a single focus, appropriate to the genre or audience Opening grabs the reader's attention and establishes the focus of the piece Details support and elaborate on the topic, enhancing the reader's understanding. Details are organized, transitioning in a logical sequence Closing is purposeful			
2. Uses a v	ariety of words and descrip	otive phrases					
MP	1	2	3	4			
1st - 2nd	Lacks a variety of words (nouns, verbs, adjectives, adverbs) May not use descriptive words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)			

(similes, metaphors,

3. Varies sentence type and length					
MP	1	2	3	4	
1st - 2nd	Uses mostly simple sentences; may be repetitive May lack dialogue (narrative writing) May not include linking words	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and phrases	
	nventions appropriately (n	nechanics and grammar)			
MP	1	2	3	4	
1st - 2nd	Use of end punctuation is inconsistent Attempts to use commas Capitalizes the first word in a sentence and I	Uses end punctuation consistently Uses commas in dates and to separate single words in a series. Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product names, and geographic names.	Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles	
5. Uses sp	elling patterns correctly	-			
MP .	1	2	3	4	
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors	

MP	1	2	3	4			
ALL	Does not show evidence of revision Does not show evidence of editing	Revises writing by adding and/or deleting words and details Attempts to edit for spelling, capitalization, and punctuation	Revises writing by adding, deleting, and changing words and details to support the meaning and organization Edits for grade-level spelling, capitalization, and punctuation	Revises writing by adding, deleting, changing, rearranging, and moving words and sentences to enhance the meaning and organization Edits for above grade-level spelling, capitalization, and			
7. Demons	trates keyboarding skills						
MP	1	2	3	4			
1st-2nd	***	Student can type five to nine (5-9) words per minute.	Student can type ten to fourteen (10-14) words per minute.	Student can type fifteen (15) or more words per minute.			
8. Applies handwriting skills to write legibly.							
MP	1	2	3	4			
ALL	Student does not write legibly in cursive writing.	Student rarely writes legibly in cursive writing.	Student writes legibly in cursive writing.	Student consistently writes legibly in cursive writing.			

6. Applies editing and revision strategies

#### LISTENING AND SPEAKING

#### 1. Engages in collaborative discussions MP Student follows agreed-upon Student follows agreed-upon Student comes to discussions Student poses and responds to rules for discussions, including rules for discussions including specific questions to clarify or prepared and draws on that listening to others with care gaining the floor in respectful preparation and other follow up on information, and and taking turns speaking ways. information known about the makes comments that contribute Student builds on others' talk to the discussion and links to the about the topics and texts topic to explore ideas under under discussion. in conversations by linking discussion. remarks of others. Student builds on others' talk their comments to the Student asks questions to Student reviews the key ideas ALL in conversations by responding remarks of others. check understanding of expressed and explains their own to the comments of others. ideas and understanding in light of information presented, stays on topic, and links their the discussion comments to the remarks of others. Student explains their own ideas and understanding in 2. Expresses ideas clearly MP Student describes people, Student tells a story or Student reports on a topic or Student reports on a topic or text, places, things, and events with recounts an experience with text, tells a story, or recounts tells a story, or recounts an relevant details, expressing appropriate facts and relevant, an experience with experience in an organized ideas and feelings clearly. descriptive details, speaking appropriate facts and relevant manner, using appropriate facts ALL audibly in coherent sentences. descriptive details, speaking and relevant, descriptive details to clearly at an understandable support main ideas or themes; speaks clearly at an pace. understandable pace.

#### 3. Demonstrates listening skills for comprehension MP Student asks and answers Student recounts or describes Student determines the main Student paraphrases portions of a questions about key details in key ideas or details from a ideas and supporting details of text read aloud or information text read aloud or information a text read aloud or presented in diverse media and a text read aloud or information presented orally presented orally or through information presented in formats, including visually, or through other media. other media. diverse media and formats, quantitatively, and orally. Student asks and answers Student asks and answers including visually, Student identifies the reasons and ALL quantitatively, and orally. evidence a speaker provides to questions about what a questions about what a speaker says in order to gather speaker says in order to clarify Student asks and answers support particular points. additional information or comprehension, gather questions about information clarify something that is not additional information, or from a speaker, adding understood. deepen understanding of a appropriate elaboration and

### Mathematics

:	1. Understands and applies mathematical concepts						
	MP	1	2	3	4		
		Student rarely makes ballpark	Student sometimes makes	Student consistently makes	Student applies all concepts to a		
		estimates as a check for	ballpark estimates as a check	ballpark estimates as a check	variety of real-world scenarios.		
		reasonableness of answers.	for reasonableness of	for reasonableness of	Student makes connections		
		Student rarely measures units	answers.	answers.	between concepts.		
		of length to the nearest 1/2	Student sometimes measures	Student consistently measure	Student extends concepts		
		inch and 1/2 centimeter.	units of length to the nearest	units of length to the nearest	independently.		
		Student rarely finds the	1/2 inch and 1/2 centimeter.	1/2 inch and 1/2 centimeter.			
		perimeter of polygons.	Student sometimes finds the	Student consistently finds the			
	2nd	Student rarely represents data	perimeter of polygons.	perimeter of polygons.			
		using a bar graph.	Student sometimes represents	•			
		Student rarely understands	data using a bar graph.	represents data using a bar			
		place value in multi-digit	Student sometimes	graph.			
		numbers.	understands place value in	Student consistently			
		Student rarely compares and	multi-digit numbers.	understands place value in			
		orders multi-digit numbers.	Student sometimes compares	multi-digit numbers.			
			and orders multi-digit	Student consistently compares			
L,		and the factor of the control of the	numbers.	and orders multi-digit			
4		math facts with speed and	•	•			
	MP	1	2	3	4		
		Student rarely knows addition facts within 20.	Student sometimes knows	Student consistently knows addition facts within 20.	Student builds and can explain		
			addition facts within 20.		connections between facts to		
	2 1	Student rarely knows subtraction facts within 20.	Student sometimes knows subtraction facts within 20.	Student consistently knows subtraction facts within 20.	extend fact range.		
	2nd		Student sometimes knows				
		Student rarely knows multiplications facts using	multiplications facts using	Student consistently knows multiplications facts using			
		factors of 0,1,2,5, and 10.	factors of 0,1,2,5, and 10.	factors of 0,1,2,5, and 10.			
		1actors or 0,1,2,3, and 10.	1actors or 0,1,2,3, and 10.	1actors or 0,1,2,3, and 10.			

3	. Comput	tes accurately			
	MP	1	2	3	4
	2nd	Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit numbers. Student rarely identifies the appropriate operation to use	Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers. Student sometimes identifies the appropriate operation to	Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers. Student consistently identifies the appropriate operation to	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational
		to solve problems	use to solve problems	use to solve problems	methods
4	. Underst	tands and solves word pro	blems accurately		
	MP	1	2	3	4
	2nd	Student rarely represents and solves 1-step word problems using multiplication/division. Student rarely writes number sentences.	Student sometimes represents and solves 1-step word problems using multiplication/division. Student sometimes writes	Student consistently represents and solves 1-step word problems using multiplication/division. Student consistently writes	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems
5	. Clearly e	expresses mathematical th	inking in written and oral fo		ILLEATE LUMBER DIOMETRIS
Ĭ	MP	1	2	3	4
	2nd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

### Science

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

	MP	1	2	3	4
	۷	Student rarely demonstrates	Student is beginning to	Student consistently	Student independently extends
	Matter	understanding of vocabulary	demonstrate understanding of	demonstrates understanding	understanding of vocabulary and
	Σa	and key concepts related to	vocabulary and key concepts	of vocabulary and key concepts	key concepts, including: 1. Forces.
	and	the following topics: 1.	related to the following topics:	related to the following topics:	2. Patterns of Motion. 3. Principles
		Forces. 2. Patterns of Motion.	1. Forces. 2. Patterns of	1. Forces. 2. Patterns of	of Engineering.
	otion	3. Principles of Engineering.	Motion. 3. Principles of	Motion. 3. Principles of	
	ž		Engineering.	Engineering.	
	<u> </u>				
	2nd				
L					

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

N	VIР	1	2	3	4
	<u>.</u>	Student is unable or rarely	Student is beginning to learn	Student learns through	Student extends scientific
:	Matte	able to learn through	through discovery.	discovery. Students	understanding to problem-solving
	Ĕ	discovery.	Student sometimes uses	consistently uses scientific	situations and/or applications to
-	pu e	Student is unable or rarely	scientific process skills to	process skills to conduct	real-life situations.
	u C	able to use scientific process	conduct investigations and to	investigations and	
:	Motior	skills to conduct investigations	communicate observations	communicate observations	
	Σ	and communicate	(e.g., science	(e.g. science	
-	$\overline{\mathbf{Q}}$	,	journals/investigations).	journals/investigations).	
ď	2nd	journals/investigations).			

### **Social Studies**

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

ſ	MP	1	2	3	4
		Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	•	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
I	2. Applies kr	nowledge to classroom discussion	ons and activities		
	MP	1	2	3	4
		Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	discussions by  making economic choices in the	Student demonstrates an advanced ability to apply concepts in social studies by asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

### ART

1. Demonstrates understanding of skills and concepts

*Participate MP	es with effort, cooperates, follow 1	2	3	4
	Elements and Principles of Art:	Elements and Principles of Art:	Elements and Principles of Art:	Elements and Principles of Art:
	• Student is unable to create 2-	Student is developing skills	• Student is able to create 2-	<ul> <li>Student is able to consistently</li> </ul>
	and 3-dimensional works of	to create 2- and 3-dimensional	and 3-dimensional works of	create 2- and 3-dimensional works
	art using the basic elements/	works of art using the basic	art using the basic elements/	of art using the basic elements/
	principles.	elements/ principles.	principles.	principles.
	<ul> <li>Student is unable to gain</li> </ul>	<ul> <li>Student is developing skills</li> </ul>	<ul> <li>Student is able to gain</li> </ul>	<ul><li>Student is able to show</li></ul>
	control of the media being	to gain control of the media	control of the media being	consistent control of the media
	used.	being used.	used.	being used.
	• Student rarely understands	<ul><li>Student is beginning to</li></ul>	<ul> <li>Student understands and</li> </ul>	<ul><li>Student consistently understands</li></ul>
	and differentiates between	understand and differentiate	differentiates between various	and differentiates between various
	various art techniques.	between various art	art techniques.	art techniques.
		techniques.		
ALL				
	Art History/Art Appreciation:	Art History/Art Appreciation:	Art History/Art Appreciation:	Art History/Art Appreciation:
	Student rarely identifies	Student is developing skills	Student identifies aesthetic	Student can consistently identify
	aesthetic qualities of	to identify aesthetic qualities	qualities of exemplary works	aesthetic qualities of exemplary
	exemplary works of art and	of exemplary works of art and	of art and identify	works of art and identify
	identify characteristics of the	identify characteristics of the	characteristics. of the artists	characteristics of the artists who
	artists who created them.	artists who created them.	who created them	created them.
	• Student shows little	Student is beginning to	Student understands cultural	
	understanding of cultural	understand cultural influences	influences in art.	understanding of cultural
	influences in art.	in art.	Student understands and	influences in art.
	Student rarely understands	• Student is developing skills	applies basic art vocabulary.	• Student shows consistent
	or applies basic art vocabulary.	to understand and applies		understanding and application of
		basic art vocabulary.		basic art vocabulary.

	Creative Process:	Creative Process:	Creative Process:	Creative Process:
	• Student rarely use elements	<ul> <li>Student is developing skills</li> </ul>	<ul> <li>Student is able to apply use</li> </ul>	<ul> <li>Student is able to consistently</li> </ul>
	of art and basic media in	needed to apply use of	of elements of art and basic	apply use of elements of art and
	his/her artwork.	elements of art and basic	media in his/her artwork.	basic media in his/her artwork.
	• Student is unable to create	media in his/her artwork.	<ul> <li>Student is able to create</li> </ul>	<ul><li>student is developing skills to</li></ul>
	works of art with attention to	<ul> <li>Student is developing skills</li> </ul>	works of art with attention to	create works of art with attention
	detail.	to create works of art with	detail.	to detail.
	<ul> <li>Student rarely develops</li> </ul>	attention to detail.	• Student is able to develop	• Student is able to consistently
	ideas or demonstrates risk	<ul><li>Student is working toward</li></ul>	ideas and demonstrate risk	develop ideas and demonstrate
	taking as an artist.	developing ideas and	taking as an artist.	risk taking as an artist.
	<ul> <li>Student is rarely able to</li> </ul>	demonstrating risk taking as	<ul> <li>Student is able to explore</li> </ul>	• Student is able to consistently
	appropriately use a wide array	an artist.	and appropriately use a wide	explore and use a wide array of art
	of art media in the production.	<ul> <li>Student is developing skills</li> </ul>	array of art media in the	media in the production of art.
		needed to appropriately use a	production of art with an	
		wide array of art media in the	increasing level of	
		production.	craftsmanship.	
ALL				
	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:
	• Student is rarely able to	• Student is beginning to be	• Student is able to compare	• Student is consistently able to
	compare and contrast	able to compare and contrast	and contrast culturally and	compare and contrast culturally
	culturally and historically	culturally and historically	historically diverse works of	and historically diverse works of
	diverse works of art.	diverse works of art.	art.	art.
	• Student is rarely able to use	Student is beginning to be	Student is able to use	Student is able to use evaluative
	evaluative tools such as	able to use evaluative tools	evaluative tools such as	tools such as rubrics for self-
	rubrics for self-assessment.	such as rubrics for self-	rubrics for self-assessment.	assessment.
	<ul> <li>Student is rarely able to use</li> </ul>	assessment.	• Student is able to use visual	<ul> <li>Student is consistently able to</li> </ul>
	visual art terminology to	<ul> <li>Student is beginning to be</li> </ul>	art terminology to respond to	use visual art terminology to
	respond to artwork.	able to use visual art	artwork.	respond to artwork.
		terminology to respond to		
		artwork.		

### MUSIC

1. Demo	1. Demonstrates understanding of skills and concepts				
MP	1	2	3	4	
	Student is unable to perform	Student is developing the	Student is able to perform	Student is consistently able to	
	rounds, partner songs, and	ability to perform rounds,	rounds, partner songs, and	perform rounds, partner songs,	
	repertoire in two part	partner songs, and repertoire	repertoire in two part	and repertoire in two part	
	harmony.	in two part harmony.	harmony.	harmony.	
	Student is unable to analyze	Student is developing the	Student is able to analyze and	Student is consistently able to	
	and describe music with	ability to analyze and describe	describe music with regard to	analyze and describe music with	
2nd	regard to form,	music with regard to form,	form, instrumentation,	regard to form, instrumentation,	
ZIIU	instrumentation, sequencing,	instrumentation, sequencing,	sequencing, melodic direction,	sequencing, melodic direction, and	
	melodic direction, and	melodic direction, and	and dynamics using correct	dynamics using correct	
	dynamics using correct	dynamics using correct	terminology.	terminology.	
	terminology.	terminology.	Student is able to critique	Student is consistently able to	
	Student is unable to critique	Student is developing the	musical performances using	critique musical performances	
	musical performances using	ability to critique musical	evaluative tools.	using evaluative tools.	
	evaluative tools.	performances using evaluative			

### Spanish

### 1. Demonstrates an understanding of skills and concepts

#### Targeted Proficiency Level: Novice Mid

The novice-mid language learner understands and communicates at the word level and can independently:

\*Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive)

\*Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking)

\*Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)

<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of family. Students will describe, comparing family members' hair and eye color and height and identify and describe family pets, using current and previously learned vo				
	1	2	3	4
2nd	The student can demonstrate some of the targeted skills, only with support.	The student can demonstrate most of the targeted skills, with some support needed.	3 The student can demonstrate all	4 The student can consistently demonstrate all of the targeted skills
			*Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs *Ask and respond to simple questions *Copy/write words and phrases	

### **Physical Education**

 ${\bf 1.}\ {\bf Demonstrates}\ {\bf understanding}\ {\bf of}\ {\bf skills}\ {\bf and}\ {\bf concepts}.$ 

MP	1	2	3	4
		Manipu	llative Skills	
	Student is unable to display ability to	Student displays minimal ability to	Student demonstrates ability to	Student consistently demonstrates
	manipulate a variety of objects with	manipulate a variety of objects with	manipulate a variety of objects with	ability to manipulate a variety of
	control in personal and general space	control in personal and general space	control in personal and general space	objects with control in personal and
	(e.g. hula-hoop, jump rope, bean	(e.g. hula-hoop, jump rope, bean	(e.g. hula-hoop, jump rope, bean	general space (e.g. hula-hoop, jump
	bags, ribbons, etc.).	bags, ribbons, etc.).	bags, ribbons, etc.).	rope, bean bags, ribbons, etc.).
	Student is unable to display ability to	Student displays minimal ability to	Student explains and demonstrates	Student consistently displays the
	explain and demonstrate striking and	explain and demonstrate striking and	striking and kicking of an object with	ability to explain and demonstrate
	kicking of an object with and without	kicking of an object with and without	and without an implement, using	striking and kicking of an object with
2nd	an implement, using correct	an implement, using correct	correct mechanical techniques in	and without an implement, using
	mechanical techniques in games,	mechanical techniques in games,	games, sports, and activities.	correct mechanical techniques in
	sports, and activities.	sports, and activities.	Student explains and demonstrates	various games, sports, and activities.
	Student is unable to display ability to	Student displays minimal ability to	how to dribble and shoot an object for	Student consistently displays the
	explain or demonstrate how to dribble	explain or demonstrate how to dribble	a goal in a variety of games, sports,	ability to explain and demonstrate
	and shoot an object for a goal in a	and shoot an object for a goal in a	and activities.	how to dribble and shoot an object
	variety of games, sports, and	variety of games, sports, and		for a goal in a variety of games, sports,
	activities.	activities.		and activities.

### **READING**

#### 1. Reads at Grade Level

MP	1	2	3	4			
3rd	Reads at a level 28 or below	Reads at a level 30	Reads at a level 34	Reads at a level 38 or above			
Reading level is indicated by the Developmental Reading Assessment							
2. Reads with comprehension: Literal							

Demonstrates literal comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
	Student is unable to identify	Student identifies some	Student identifies and uses	Student identifies and consistently
	nonfiction features, including	nonfiction features, including	nonfiction features, including	uses nonfiction features, including
	table of contents, introduction,	table of contents, introduction,	table of contents, introduction,	table of contents, introduction,
	index, diagrams, glossary,	index, diagrams, glossary,	index, diagrams, glossary,	index, diagrams, glossary,
	headings, and maps.	headings, and maps but uses	headings, and maps.	headings, and maps.
	Student is unable to identify	them inconsistently.	Student identifies and uses	Student identifies and uses
	and use nonfiction text	Student identifies and uses	nonfiction text structures such	nonfiction text structures such as
	structures such as sequential	sequential order in nonfiction	as sequential order,	sequential order, description, and
	order, description, and cause	text.	description, and cause and	cause and effect to understand the
3rd	and effect.	Student incompletely	effect.	author's purpose.
Siu	Student is unable to identify	identifies important	Student identifies important	Student identifies and analyzes
	important information and key	information and key	information and key	important information and key
	vocabulary when taking notes	vocabulary when taking notes	vocabulary when taking notes	vocabulary when taking notes on
	on nonfiction. Student is unable to use notes	on nonfiction.	on nonfiction.	nonfiction.
		Student incompletely	Student utilizes notes and	Student creates and utilizes
	and graphic organizers to	summarizes a nonfiction text	graphic organizers to	graphic organizers to summarize
	summarize a nonfiction text	orally and in writing.	summarize a nonfiction text	nonfiction text orally and in
	orally or in writing.		orally and in writing, citing the	writing, citing only the most
			main idea and supporting	important main idea and
			details.	supporting details in an organized

#### 3. Reads with comprehension: Inferential

Demonstrates inferential comprehension in INSTRUCTIONAL texts

Demonstrates injerential comprehension in instructional texts							
MP	1	2	3	4			
	Student is unable to draw	Student draws conclusions	Student draws conclusions	Student draws conclusions about			
	conclusions about the author's	about the author's purpose for	about the author's purpose for	the author's purpose for writing a			
	purpose for writing a text.	writing a text with limited	writing a text with support.	text and can cite specific examples			
	Student is unable to	support.	Student determines and	from the text for support.			
	determine a purpose for	Student determines a purpose	revises a purpose for reading	Student determines, revises and			
	reading nonfiction text.	for reading nonfiction text.	nonfiction text.	supports the revision of a purpose			
3rd	Student takes incomplete	Student uses notes and	Student uses notes and	for reading a nonfiction text.			
Siu	notes on graphic organizers	graphic organizers to retell	graphic organizers to retell	Student creates and uses graphic			
	and is unable to retell and	and summarize a story;	and summarize a story in	organizers to retell and summarize			
	summarize a story.	retelling/summary may lack	sequential order, citing	a story in sequential order, citing			
		important details and/or lack	important details and cause	the most important details and			
		organization.	and effect relationships.	cause and effect relationships.			

#### 4. Reads with fluency

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

MP	1	2	3	4
ALL	by-word with occasional but infrequent or inappropriate phrasing. Student reads without smooth or expressive interpretation. Student makes irregular pauses. Student does not pay attention to author's meaning or punctuation. Student reads without stress	smooth, expressive interpretation. Student almost never pays attention to author's meaning	three- and four- word phrase groups. Student reads with some smooth, expressive interpretation. Student uses some pausing guided by author's meaning and punctuation. Student reads with mostly appropriate stress and rate	Student reads in larger, meaningful phrases or word groups. Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation. Student uses the appropriate stress and rate with only a few slowdowns.
	Fluency criterio	indicated by the Fountas and P	innell Benchmark Assessment Sy	ystem

#### 5. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

MP	1	2	3	4
3rd	Student is unable or rarely	Student inconsistently	Student demonstrates	Student demonstrates stamina
	able to demonstrate stamina	demonstrates stamina during	stamina during reading and	during reading and writing
	in reading and writing	reading and writing workshop	writing workshop for twenty-	workshop for greater than twenty-
	workshop for twenty-five (25)	for twenty-five (25) minutes.	five (25) minutes.	five (25) minutes.

### WRITING

1. Generates, expresses, and supports ideas clearly							
MP	1	2	3	4			
	Writing attempts a single focus from beginning to end but may drift Lacks a clear opening Few details are included and/or support the topic incompletely Details may lack organization and/or transition Lacks a clear closing	Writing has a single focus from beginning to end Opening is included and attempts to grabs the reader's attention Details support the topic Details are organized with some transitions Attempts a clear closing	engages the reader from beginning to end	Writing has a clear, single focus, appropriate to the genre or audience Opening grabs the reader's attention and clearly sets the tone of the writing piece Details are carefully chosen and used purposefully in paragraphs to enhance the reader's understanding Details are clearly organized, transitioning in a smooth and purposeful sequence Closing provides a connection back into the writing piece			
2. Uses a variety of words and descriptive phrases							
MP	1	2	3	4			
3rd - 4th	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words May not use figurative language	Incorporates a limited variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration opporatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)	Consistently incorporates a variety of words throughout the piece When appropriate, uses descriptive and figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)			

3. Varies sentence type and length					
MP	1	2	3	4	
3rd - 4th	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and	Uses a variety of sentence lengths and structures, including complex, simple and compound Includes meaningful dialogue (narrative writing) Uses varied linking/transitional words and phrases with purpose (i.e. time order, cause/effect)	
4. Uses co	nventions appropriately (n	nechanics and grammar)			
MP	1	2	3	4	
3rd - 4th	Uses end punctuation consistently Uses commas in dates and to separate single words in a series Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product	Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles	Uses a variety of end punctuation appropriately for effect Uses commas and quotations to cite information from a text; uses commas before coordinating conjunctions in compound sentences Uses apostrophes appropriately Follows all capitalization rules	
5. Uses spo	elling patterns correctly				
MP	1	2	3	4	
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors	

MP	1	2	3	4
ALL	Does not show evidence of revision  Does not show evidence of editing	Revises writing by adding and/or deleting words and details Attempts to edit for spelling, capitalization, and punctuation	Revises writing by adding, deleting, and changing words and details to support the meaning and organization Edits for grade-level spelling, capitalization, and punctuation	Revises writing by adding, deleting, changing, rearranging, and moving words and sentences to enhance the meaning and organization Edits for above grade-level spelling, capitalization, and
7. Demons	strates keyboarding skills			
MP	1	2	3	4
IVIP	1	2	<u> </u>	4
3rd-4th	Student can type nine (9) words or fewer per minute.	Student can type ten to fourteen (10-14) words per minute.	• •	Student can type twenty (20) or more words per minute.
3rd-4th  8. Applies	,, , ,	fourteen (10-14) words per minute.	nineteen (15-19) words per	Student can type twenty (20) or more words per minute.
3rd-4th	words or fewer per minute.  handwriting skills to write l	fourteen (10-14) words per minute.	nineteen (15-19) words per minute.	Student can type twenty (20) or

6. Applies editing and revision strategies

#### LISTENING AND SPEAKING

#### 1. Engages in collaborative discussions MP Student follows agreed-upon Student follows agreed-upon Student comes to discussions Student poses and responds to rules for discussions, including rules for discussions including specific questions to clarify or prepared and draws on that listening to others with care gaining the floor in respectful preparation and other follow up on information, and and taking turns speaking ways. information known about the makes comments that contribute Student builds on others' talk to the discussion and links to the about the topics and texts topic to explore ideas under under discussion. in conversations by linking discussion. remarks of others. Student builds on others' talk their comments to the Student asks questions to Student reviews the key ideas ALL in conversations by responding remarks of others. check understanding of expressed and explains their own to the comments of others. ideas and understanding in light of information presented, stays on topic, and links their the discussion comments to the remarks of others. Student explains their own ideas and understanding in 2. Expresses ideas clearly MP Student describes people, Student tells a story or Student reports on a topic or Student reports on a topic or text, places, things, and events with recounts an experience with text, tells a story, or recounts tells a story, or recounts an relevant details, expressing appropriate facts and relevant, an experience with experience in an organized ideas and feelings clearly. descriptive details, speaking appropriate facts and relevant manner, using appropriate facts ALL audibly in coherent sentences. descriptive details, speaking and relevant, descriptive details to clearly at an understandable support main ideas or themes; speaks clearly at an pace. understandable pace.

#### 3. Demonstrates listening skills for comprehension MP Student asks and answers Student recounts or describes Student determines the main Student paraphrases portions of a questions about key details in key ideas or details from a ideas and supporting details of text read aloud or information text read aloud or information a text read aloud or presented in diverse media and a text read aloud or information presented orally presented orally or through information presented in formats, including visually, or through other media. other media. diverse media and formats, quantitatively, and orally. Student asks and answers Student asks and answers including visually, Student identifies the reasons and ALL quantitatively, and orally. evidence a speaker provides to questions about what a questions about what a speaker says in order to gather speaker says in order to clarify Student asks and answers support particular points. additional information or comprehension, gather questions about information clarify something that is not additional information, or from a speaker, adding understood. deepen understanding of a appropriate elaboration and

#### **Mathematics**

#### 1. Understands and applies mathematical concepts 3 Student rarely knows inverse Student sometimes knows Student knows inverse Student applies all concepts to a relationship between inverse relationship between relationship between variety of real-world scenarios. multiplication and division. multiplication and division. multiplication and division. Student makes connections Student rarely compares and Student sometimes compares Student consistently compares between concepts. orders multi-digit numbers. and orders multi-digit and orders multi-digit Student extends concepts numbers. Student rarely uses repeated numbers. independently. addition, arrays, and skip Student sometimes uses Student consistently uses counting to model repeated addition, arrays, and repeated addition, arrays, and multiplication. skip counting to model skip counting to model multiplication. Student rarely uses equal multiplication. 3rd sharing and equal grouping to Student sometimes uses equal Student consistently uses model division. sharing and equal grouping to egual sharing and equal Student rarely identifies and model division. grouping to model division. describes 2-dimensional Student sometimes identifies Student consistently identifies and describes 2-dimensional and describes 2-dimensional shapes. Student rarely uses patterns to shapes. shapes. extend basic Student sometimes uses Student consistently uses multiplication/division facts. patterns to extend basic patterns to extend basic Student rarely reads, writes multiplication/division facts. multiplication/division facts. and models fractions. Student sometimes reads, Student consistently reads, 2. Recalls math facts with speed and accuracy 2 MP Student rarely knows Student sometimes knows Student consistently knows Student builds and can explain multiplication facts using multiplication facts using multiplication facts using connections between facts to factors of 0,1,2,5, and 10. factors of 0,1,2,5, and 10. factors of 0,1,2,5, and 10. extend fact range. 3rd Student rarely knows division Student sometimes knows Student consistently knows facts using factors of 0,1,2,5, division facts using factors of division facts using factors of and 10. 0,1,2,5, and 10. 0,1,2,5, and 10.

3.	Comput	tes accurately			
	MP	1	2	3	4
	3rd	Student rarely finds the sum of 3-digit numbers. Student rarely finds the difference between 3-digit numbers. Student rarely identifies the appropriate operation to use	Student sometimes finds the sum of 3-digit numbers. Student sometimes finds the difference between 3-digit numbers. Student sometimes identifies the appropriate operation to	Student consistently finds the sum of 3-digit numbers. Student consistently finds the difference between 3-digit numbers.	Student uses a combination of strategies and algorithms to find the sum and difference of 3-digit numbers and checks his/her own accuracy. Student compares/contrasts efficiency of computational
		to solve problems	uso to solvo problems	uso to solvo problems	mothods
4.		tands and solves word pro	blems accurately		
	MP	1	2	3	4
	3rd	Student rarely represents and solves 2-step word problems using addition/subtraction, including money. Student rarely represents and solves 1-step word problem using multiplication/division. Student rarely writes number sentences.	money. Student sometimes represents and solves 1-step word problem using multiplication/division. Student sometimes writes	represents and solves 2-step word problems using addition/subtraction, including money. Student consistently represents and solves 1-step word problem using multiplication/division. Student consistently writes	Student readily applies advanced problem-solving strategies to new situations. Student makes connections between word problems and can create complex problems.
5.	Clearly	expresses mathematical th	inking in written and oral fo	orm	
	MP	1	2	3	4
	3rd	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

### Science

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

MP	1	2	3	4
∞≾	Student rarely demonstrates	Student is beginning to	Student consistently	Student independently extends
te te	understanding of vocabulary	demonstrate understanding of	demonstrates understanding	understanding of vocabulary and
nd Matter Climate	and key concepts related to	vocabulary and key concepts	of vocabulary and key concepts	key concepts, including: 1.
P E	the following topics: 1.	related to the following topics:	related to the following topics:	Principles of Engineering design. 2.
nd nd	Principles of Engineering	1. Principles of Engineering	1. Principles of Engineering	Mixtures. 3. Properties of Water 4.
tion er al	design. 2. Mixtures. 3.	design. 2. Mixtures. 3.	design. 2. Mixtures. 3.	Effect of change in temperature on
- Moti Water	Properties of Water 4. Effect	Properties of Water 4. Effect	Properties of Water 4. Effect	the properties of water.
_ >	of change in temperature on	of change in temperature on	of change in temperature on	
31.0	the properties of water.	the properties of water.	the properties of water.	

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

	MP	1	2	3	4
I	~	Student is unable or rarely	Student is beginning to learn	Student learns through	Student extends scientific
ı	& ⊗	able to learn through	through discovery.	discovery. Students	understanding to problem-solving
ı	atte	discovery.	Student sometimes uses	consistently uses scientific	situations and/or applications to
	<u>Ë</u> Ĕ	Student is unable or rarely	scientific process skills to	process skills to conduct	real-life situations.
	and d Cl	able to use scientific process	conduct investigations and to	investigations and	
		skills to conduct investigations	communicate observations	communicate observations	
	otic ter	and communicate	(e.g., science	(e.g. science	
	- Motic Water	observations (e.g., science	journals/investigations).	journals/investigations).	
	5	journals/investigations).			
	æ				
	310	journals/investigations/.			

## **Social Studies**

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

MP	1	2	3	4
3rd	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	recognizing the importance of avoiding stereotypes when	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2. Applies k	nowledge to classroom discussion	ons and activities		
MP	1	2	3	4
3rd	Student demonstrates minimal ability to apply concepts to classroom discussions and activities.	Student demonstrates some ability to apply concepts to classroom discussions and activities; requiring support from the teacher to do so.	Students will apply their understanding of diverse cultures in class activities and discussions by analyzing how geography impacted the ways various Native American cultures developed	extend thinking by oneself and others, and transferring understanding of

#### **ART**

1. Demonstrates understanding of skills and concepts

\*Participates with effort, cooperates, follows directions 3 Elements and Principles of Art: • Student is unable to create 2. • Student is developing skills Student is able to create 2- Student is able to consistently and 3-dimensional works of to create 2- and 3-dimensional and 3-dimensional works of create 2- and 3-dimensional works art using the basic elements/ works of art using the basic art using the basic elements/ of art using the basic elements/ principles. elements/ principles. principles. principles. • Student is unable to gain Student is developing skills • Student is able to gain Student is able to show control of the media being to gain control of the media control of the media being consistent control of the media being used. being used. used. used. Student rarely understands Student is beginning to Student understands and Student consistently understands and differentiates between understand and differentiate differentiates between various and differentiates between various between various art art techniques. various art techniques. art techniques. techniques. ALL Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Student rarely identifies • Student is developing skills • Student identifies aesthetic Student can consistently identify aesthetic qualities of to identify aesthetic qualities aesthetic qualities of exemplary qualities of exemplary works exemplary works of art and of exemplary works of art and of art and identify works of art and identify identify characteristics of the characteristics. of the artists characteristics of the artists who identify characteristics of the artists who created them. artists who created them. who created them created them. Student shows little Student is beginning to • Student understands cultural • Student consistently shows understanding of cultural understand cultural influences influences in art. understanding of cultural influences in art. in art. Student understands and influences in art. Student rarely understands Student is developing skills applies basic art vocabulary. Student shows consistent or applies basic art vocabulary. to understand and applies understanding and application of basic art vocabulary. basic art vocabulary.

	Creative Process:	Creative Process:	Creative Process:	Creative Process:
	• Student rarely use elements	<ul> <li>Student is developing skills</li> </ul>	<ul> <li>Student is able to apply use</li> </ul>	<ul> <li>Student is able to consistently</li> </ul>
	of art and basic media in	needed to apply use of	of elements of art and basic	apply use of elements of art and
	his/her artwork.	elements of art and basic	media in his/her artwork.	basic media in his/her artwork.
	• Student is unable to create	media in his/her artwork.	<ul> <li>Student is able to create</li> </ul>	<ul><li>student is developing skills to</li></ul>
	works of art with attention to	<ul> <li>Student is developing skills</li> </ul>	works of art with attention to	create works of art with attention
	detail.	to create works of art with	detail.	to detail.
	<ul> <li>Student rarely develops</li> </ul>	attention to detail.	• Student is able to develop	• Student is able to consistently
	ideas or demonstrates risk	<ul><li>Student is working toward</li></ul>	ideas and demonstrate risk	develop ideas and demonstrate
	taking as an artist.	developing ideas and	taking as an artist.	risk taking as an artist.
	<ul> <li>Student is rarely able to</li> </ul>	demonstrating risk taking as	<ul> <li>Student is able to explore</li> </ul>	• Student is able to consistently
	appropriately use a wide array	an artist.	and appropriately use a wide	explore and use a wide array of art
	of art media in the production.	<ul> <li>Student is developing skills</li> </ul>	array of art media in the	media in the production of art.
		needed to appropriately use a	production of art with an	
		wide array of art media in the	increasing level of	
		production.	craftsmanship.	
ALL				
	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:
	• Student is rarely able to	• Student is beginning to be	• Student is able to compare	• Student is consistently able to
	compare and contrast	able to compare and contrast	and contrast culturally and	compare and contrast culturally
	culturally and historically	culturally and historically	historically diverse works of	and historically diverse works of
	diverse works of art.	diverse works of art.	art.	art.
	• Student is rarely able to use	Student is beginning to be	Student is able to use	Student is able to use evaluative
	evaluative tools such as	able to use evaluative tools	evaluative tools such as	tools such as rubrics for self-
	rubrics for self-assessment.	such as rubrics for self-	rubrics for self-assessment.	assessment.
	<ul> <li>Student is rarely able to use</li> </ul>	assessment.	• Student is able to use visual	<ul> <li>Student is consistently able to</li> </ul>
	visual art terminology to	<ul> <li>Student is beginning to be</li> </ul>	art terminology to respond to	use visual art terminology to
	respond to artwork.	able to use visual art	artwork.	respond to artwork.
		terminology to respond to		
		artwork.		

### **MUSIC**

1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
	Student is unable to create	Student is developing the	Student is able to create	Student is consistently able to
	and/or improvise lyrics,	ability to create and/or	and/or improvise lyrics,	create and/or improvise lyrics,
	melody, and rhythmic patterns	improvise lyrics, melody, and	melody, and rhythmic patterns	melody, and rhythmic patterns
	within given parameters.	rhythmic patterns within given	within given parameters.	within given parameters.
3rd	Student is unable to identify	parameters.	Student is able to identify and	Student is consistently able to
	and conduct music in 2/4,	Student is developing the	conduct music in 2/4, 3/4, and	identify and conduct music in 2/4,
	3/4, and 4/4.	ability to identify and conduct	4/4.	3/4, and 4/4.
		music in 2/4, 3/4, and 4/4.		

### Spanish

### 1. Demonstrates an understanding of skills and concepts

#### Targeted Proficiency Level: Novice Mid

The novice-mid language learner understands and communicates at the word level and can independently:

\*Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive)

\*Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking)

\*Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)

	<b>Thematic Context:</b> Students will demonstrate the skills indicated within the context of numbers to express quantity, age and dates, basic activities, months and seasons, weather conditions, using current and previously learned vocabulary.				
	1	2	3	4	
	The student can demonstrate	The student can demonstrate	The student can demonstrate all	The student can consistently	
	some of the targeted skills, only	most of the targeted skills, with	of the following skills most of the	demonstrate all of the targeted skills	
	with support.	some support needed.	time, with minimal to no support	without any support.	
			needed:		
			*Recognize familiar spoken or		
			written words, phrases, cultural		
			gestures and practices		
			*Demonstrate comprehension of		
3rd			simple, oral directions,		
Siu			commands and requests through		
			appropriate physical response		
			*Imitate appropriate gestures		
			and intonation, recite and/or		
			dramatize simple poetry, rhymes		
			and songs		
			*Ask and respond to simple		
			questions		
			*Copy/write words and phrases		

## **Physical Education**

1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4
		Movement/Locomo	tor/Nonlocomotor Skills	
	Student is unable to display	Student displays minimal ability	Student demonstrates controlled	Student consistently demonstrates
	ability to demonstrate controlled	to demonstrate controlled static	static balances in a variety of	controlled static balances in a variety
	static balances in a variety of	balances in a variety of shapes	shapes and levels	of shapes and levels (stretching/yoga)
	shapes and levels	and levels (stretching/yoga)	(stretching/yoga) including	including upright and inverted
	(stretching/yoga) including	including upright and inverted	upright and inverted positions,	positions, using different body parts.
3rd	upright and inverted positions,	positions, using different body	using different body parts .	Student consistently demonstrates a
310	using different body parts.	parts.	Student demonstrates a variety of	variety of rolls (front roll, log roll)
	Student is unable to display	Student displays minimal ability	rolls (front roll, log roll) with	with control while moving in different
	ability to demonstrate a variety	to demonstrate a variety of rolls	control while moving in different	shapes, directions, and speeds.
	of rolls (front roll, log roll) with	(front roll, log roll) with control	shapes, directions, and speeds.	
	control while moving in different	while moving in different shapes,		
	shapes, directions, and speeds.	directions, and speeds.		

#### READING

#### 1. Reads at Grade Level

2. 1.0040 01 0.440 2010.						
MP	1	2	3	4		
4th	Reads at a level 30 or below	Reads at a level 34	Reads at a level 38	Reads at a level 40 or above		
Reading level is indicated by the Develonmental Reading Assessment						

#### 2. Reads with comprehension: Literal

Demonstrates literal comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
	Student is unable to apply self	Student incorrectly applies self	Student applies self	Student applies self monitoring
	monitoring strategies to keep	monitoring strategies to keep	monitoring strategies to keep	strategies to deepen reading
	track of reading	track of reading	track of reading	comprehension, i.e. rereading,
	comprehension, i.e. rereading,	comprehension, i.e. rereading,	comprehension, i.e. rereading,	going back into a text, finding
4th	going back into a text, reading	going back into a text, reading	going back into a text, reading	evidence, etc.
	ahead, etc.	ahead, etc.	ahead, etc.	Student distinguishes between
	Student is unable to	Student incorrectly	Student distinguishes between	fact and opinion in a text to
	distinguish between fact and	distinguishes between fact	fact and opinion in a text.	evaluate a text.
	oninion in a toyt	and oninion in a tout		

#### 3. Reads with comprehension: Inferential

Demonstrates inferential comprehension in INSTRUCTIONAL texts

MP	1	2	3	4
	Student is unable to visualize	Student makes incomplete	Student visualizes to aid	Student makes vivid and specific
	what an author describes.	visualizations.	comprehension.	visualizations.
	Student is unable to support	Student supports opinions	Student supports opinions	Student supports opinions formed
	opinions about the text with	formed within a text with	formed within a text with	within a text with varied details
	details from the text.	irrelevant details from the	details from the text	from the text and personal
	Student is unable to identify	text.	Student identifies character	connections.
4th	character traits.	Student identifies character	traits and how characters	Student identifies character traits
	Student is unable to identify	traits.	change with support from the	and how characters change with
	important messages or	Student identifies important	text.	support from the text in order to
	themes in a text.	messages or themes in a	Student identifies and	support the main idea or theme.
		text.	interprets important	Student identifies and interprets
			messages or themes in a text.	important messages or themes in
				a text and can make a connection
				1.116

#### 4. Reads with fluency

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

MP	1	2	3	4
ALL	by-word with occasional but infrequent or inappropriate phrasing. Student reads without smooth or expressive interpretation. Student makes irregular pauses. Student does not pay attention to author's meaning or punctuation. Student reads without stress	Student reads with almost no smooth, expressive interpretation. Student almost never pays attention to author's meaning or punctuation. Student reads with no stress	three- and four- word phrase groups. Student reads with some smooth, expressive interpretation. Student uses some pausing guided by author's meaning and punctuation. Student reads with mostly appropriate stress and rate	Student reads in larger, meaningful phrases or word groups. Student uses smooth, expressive interpretation and pausing guided by author's meaning and punctuation. Student uses the appropriate stress and rate with only a few slowdowns.

Fluency criteria indicated by the Fountas and Pinnell Benchmark Assessment System

#### 5. Demonstrates stamina

Demonstrates ability to remain focused and on task with both INSTRUCTIONAL and GRADE-LEVEL texts.

MP	1	2	3	4
	Student is unable or rarely	Student inconsistently	Student demonstrates	Student demonstrates stamina
4th	able to demonstrate stamina	demonstrates stamina during	stamina during reading and	during reading and writing
4111	in reading and writing	reading and writing workshop	writing workshop for thirty	workshop for greater than thirty
	workshop for thirty (30)	for thirty (30) minutes.	(30) minutes.	(30) minutes.

## WRITING

1. Generat	1. Generates, expresses, and supports ideas clearly					
MP	1	2	3	4		
3rd - 4th	Writing attempts a single focus from beginning to end but may drift Lacks a clear opening Few details are included and/or support the topic incompletely Details may lack organization and/or transition Lacks a clear closing	Writing has a single focus from beginning to end Opening is included and attempts to grabs the reader's attention Details support the topic Details are organized with some transitions Attempts a clear closing	engages the reader from beginning to end	Writing has a clear, single focus, appropriate to the genre or audience Opening grabs the reader's attention and clearly sets the tone of the writing piece Details are carefully chosen and used purposefully in paragraphs to enhance the reader's understanding Details are clearly organized, transitioning in a smooth and purposeful sequence Closing provides a connection back into the writing piece.		
2. Uses a v	ariety of words and descri	ptive phrases				
MP	1	2	3	4		
3rd - 4th	Incorporates a variety of words (nouns, verbs, adjectives and/or adverbs); words may be repetitive Uses adjectives to describe words May not use figurative language	Incorporates a limited variety of words (nouns, verbs, adjectives and/or adverbs) When appropriate, uses adjectives and adverbs to describe words When appropriate, attempts to use figurative language (similes, metaphors, alliteration, opposatopoeia)	Incorporates a variety of words (nouns, verbs, adjectives and adverbs) When appropriate, uses descriptive words and phrases When appropriate, uses figurative language (similes, metaphors, alliteration, onomatopoeia)	Consistently incorporates a variety of words throughout the piece When appropriate, uses descriptive and figurative language purposefully (similes, metaphors, alliteration, onomatopoeia)		

3. Varies se	3. Varies sentence type and length					
MP	1	2	3	4		
	Uses sentences with similar lengths and structures Attempts to use dialogue (narrative writing) Uses basic linking words	Uses a variety of sentence lengths and structures, including simple and compound Includes dialogue (narrative writing) Uses linking words	Uses a variety of sentence lengths and structures including simple and compound, with an attempt to use complex sentences Includes dialogue appropriately (narrative writing) Uses varied linking/transitional words and	Uses a variety of sentence lengths and structures, including complex, simple and compound Includes meaningful dialogue (narrative writing) Uses varied linking/transitional words and phrases with purpose (i.e. time order, cause/effect)		
4. Uses co	nventions appropriately (n	nechanics and grammar)				
MP	1	2	3	4		
	Uses end punctuation consistently Uses commas in dates and to separate single words in a series Capitalizes the first word in a sentence, I, dates, and names of people	Uses end punctuation appropriately Uses commas in dates, to separate single words in a series, and in greetings and closings of letters Uses apostrophes to form contractions and frequently occurring possessives Capitalizes the first word in a sentence, I, dates, names of people, holidays, product	Uses end punctuation appropriately for effect Uses commas and quotation marks in dialogue; uses commas in addresses Uses apostrophes to form and use possessives Capitalizes appropriate words in titles	Uses a variety of end punctuation appropriately for effect Uses commas and quotations to cite information from a text; uses commas before coordinating conjunctions in compound sentences Uses apostrophes appropriately Follows all capitalization rules		
5. Uses spe	elling patterns correctly					
MP	1	2	3	4		
ALL	Numerous spelling errors that detract from meaning Does not attempt to spell untaught words	Pattern of spelling errors that begin to interfere with meaning Attempts to spell untaught words with lack of phonemic awareness	Applies spelling patterns; some errors do not interfere with meaning Attempts to spell untaught words phonetically	Transfers spelling patterns; few errors do not interfere with meaning; attempts to use spelling patterns for complex words Spells untaught words phonetically with minimal errors		

#### 6. Applies editing and revision strategies 2 3 Does not show evidence of Revises writing by adding Revises writing by adding, Revises writing by adding, and/or deleting words and deleting, and changing words deleting, changing, rearranging, revision Does not show evidence of and details to support the and moving words and sentences details to enhance the meaning and Attempts to edit for spelling, editing meaning and organization ALL capitalization, and punctuation Edits for grade-level spelling, organization Edits for above grade-level capitalization, and punctuation spelling, capitalization, and 7. Demonstrates keyboarding skills MP Student can type fifteen to Student can type nine (9) Student can type ten to Student can type twenty (20) or words or fewer per minute. fourteen (10-14) words per nineteen (15-19) words per more words per minute. 3rd-4th minute. minute. 8. Applies handwriting skills to write legibly. MP Student does not write legibly Student rarely writes legibly in Student writes legibly in Student consistently writes legibly ALL in cursive writing. cursive writing. cursive writing. in cursive writing.

### LISTENING AND SPEAKING

### 1. Engages in collaborative discussions

MP	1	2	3	4
ALL	rules for discussions, including listening to others with care and taking turns speaking about the topics and texts under discussion.	Student follows agreed-upon rules for discussions including gaining the floor in respectful ways. Student builds on others' talk in conversations by linking their comments to the remarks of others.	Student comes to discussions prepared and draws on that preparation and other information known about the topic to explore ideas under discussion.  Student asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others.  Student explains their own ideas and understanding in	Student poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others. Student reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion
2. Express	es ideas clearly			
MP	1	2	3	4
ALL	Student describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Student reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.

## ${\bf 3.\ Demonstrates\ listening\ skills\ for\ comprehension}$

MP	1	2	3	4
	Student asks and answers	Student recounts or describes	Student determines the main	Student paraphrases portions of a
	questions about key details in	key ideas or details from a	ideas and supporting details of	text read aloud or information
	a text read aloud or	text read aloud or information	a text read aloud or	presented in diverse media and
	information presented orally	presented orally or through	information presented in	formats, including visually,
	or through other media.	other media.	diverse media and formats,	quantitatively, and orally.
ALL	Student asks and answers	Student asks and answers	including visually,	Student identifies the reasons and
	questions about what a	questions about what a	quantitatively, and orally.	evidence a speaker provides to
	speaker says in order to gather	speaker says in order to clarify	Student asks and answers	support particular points.
	additional information or	comprehension, gather	questions about information	
	clarify something that is not	additional information, or	from a speaker, adding	
	understood.	deepen understanding of a	appropriate elaboration and	

## Mathematics

1.	1. Understands and applies mathematical concepts						
	MP	1	2	3	4		
		Student rarely reads, writes	Student sometimes reads,	Student consistently reads,	Student applies all concepts to a		
		and models fractions.	writes and models fractions.	writes and models fractions.	variety of real-world scenarios.		
		Student rarely uses arrays to	Student sometimes uses	Student consistently uses	Student makes connections		
		model multiplication.	arrays to model multiplication.	arrays to model multiplication.	between concepts.		
		Student rarely uses equal	Student sometimes uses equal	Student consistently uses	Student extends concepts		
		grouping to model division.	grouping to model division.	equal grouping to model	independently.		
		Student rarely uses strategies	Student sometimes uses	division.			
		to measure the perimeter of	strategies to measure the	Student consistently uses			
	4th	polygons.	perimeter of polygons.	strategies to measure the			
		Student rarely uses graphs to	Student sometimes uses	perimeter of polygons.			
		display data (i.e. bar graph,	graphs to display data (i.e. bar	Student consistently uses			
		line graph).		graphs to display data (i.e. bar			
		Student rarely interprets data	Student sometimes interprets	graph, line graph).			
		from graphs.	data from graphs.	Student consistently interprets			
		Student rarely measures units	Student sometimes measures	data from graphs.			
		of length to the nearest 1/2	_	Student consistently measures			
		inch and 1/2 centimeter.	1/2 inch and 1/2 centimeter.	units of length to the nearest			
2.	Recalls	math facts with speed and	accuracy				
	MP	1	2	3	4		
		Student rarely knows	Student sometimes knows	Student consistently knows	Student builds and can explain		
	4th	multiplication facts within	multiplication facts within	multiplication facts within	connections between facts to		
		100.	100.	100.	extend fact range.		
3.	Comput	tes accurately					
	MP	1	2	3	4		
		Student rarely finds the		Student consistently finds the	Student uses a combination of		
		product of 2-digit numbers.	product of 2-digit numbers.	product of 2-digit numbers.	strategies and algorithms to find		
		Student rarely identifies the	Student sometimes identifies	Student consistently identifies	the product of 2-digit numbers and		
	4th	appropriate operation to use	the appropriate operation to	the appropriate operation to	checks his/her own accuracy.		
		to solve problems.	use to solve problems.	use to solve problems.	Student compares/contrasts		
					efficiency of computational		
					methods.		

#### 4. Understands and solves word problems accurately MP Student sometimes represents Student consistently Student rarely represents and Student readily applies advanced solves 2-step word problems and solves 2-step word represents and solves 2-step problem-solving strategies to new using addition/subtraction, problems using word problems using situations. including money. addition/subtraction, including addition/subtraction, including Student makes connections Student rarely represents and money. Student consistently money. Student sometimes between word problems and can 4th solves 1-step word problem represents and solves 1-step represents and solves 1-step create complex problems. using multiplication/division. word problem using word problem using Student rarely writes number multiplication/division. multiplication/division. Student sometimes writes Student consistently writes sentences. 5. Clearly expresses mathematical thinking in written and oral form MP Student consistently Student rarely communicates Student sometimes Student consistently mathematical thinking using communicates mathematical communicates mathematical communicates mathematical drawings, diagrams, symbols, thinking using drawings, thinking using drawings, thinking using a variety of 4th and/or relevant math diagrams, symbols, and/or diagrams, symbols, and/or drawings, diagrams, symbols, vocabulary. relevant math vocabulary. relevant math vocabulary. and/or relevant math vocabulary.

### Science

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

1. Demon	1. Demonstrates knowledge of facts and understanding of concepts of any and in writing					
MP	1	2	3	4		
Climate	Student rarely demonstrates understanding of vocabulary and key concepts related to	vocabulary and key concepts	Student consistently demonstrates understanding of vocabulary and key concepts			
4th - Water and C	the following topics: 1. Properties of Water 2. Effect of change in temperature on the properties of water. 3. Weather and Water	1. Properties of Water 2. Effect of change in	1. Properties of Water 2. Effect of change in temperature on the properties of water. 3. Weather and Water	Properties of Water 2. Effect of change in temperature on the properties of water. 3. Weather and Water		
2. Applies scientific process skills (observing, recording data, experimenting, interpreting results, and communicating						
MP	1	2	3	4		
	Student is unable or rarely	Student is beginning to learn	Student learns through	Student extends scientific		
<u> </u>	able to learn through	through discovery	discovery Students	understanding to problem solving		

* * * * * * * * * * * * * * * * * * * *			•	·
	Student is unable or rarely	Student is beginning to learn	Student learns through	Student extends scientific
ate	able to learn through	through discovery.	discovery. Students	understanding to problem-solving
_	discovery.	Student sometimes uses	consistently uses scientific	situations and/or applications to
	Student is unable or rarely	scientific process skills to	process skills to conduct	real-life situations.
and	able to use scientific process	conduct investigations and to	investigations and	
ter	skills to conduct investigations	communicate observations	communicate observations	
	and communicate	(e.g., science	(e.g. science	
\-	observations (e.g., science	journals/investigations).	journals/investigations).	
4th	journals/investigations).			

## **Social Studies**

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

MP	1	2	3	4
4th	Student demonstrates little understanding of concepts, requiring teacher support to describe and explain key concepts.	Student demonstrates some understanding of key concepts, requiring some teacher support to describe and explain key concepts.	Students will demonstrate an understanding of key concepts about how communities change over time by accurately sequencing historical changes in transportation and communication identifying the ways that modes of transportation and communication have changed over time defining and providing examples of immigration	Student demonstrates an advanced understanding of key concepts in social studies by making connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.
2. Applies kr	nowledge to classroom discussion	ons and activities		
MP	1	2	3	4

		Student demonstrates	Student demonstrates some	Students will apply their	Student demonstrates an advanced
		minimal ability to apply	ability to apply concepts to	understanding of historical	ability to apply concepts in social
		concepts to classroom	classroom discussions and	change in class activities and	studies by asking questions that
		discussions and activities.	activities; requiring support	discussions by	extend thinking by oneself and others,
				explaining how the communities	and transferring understanding of
				of Scotch Plains and Fanwood	concepts to new situations and
				were impacted by changes in	contexts.
	4th			transportation, communication	
				and/or immigration	
				identifying the positive and	
				negative impact that changes in	
				transportation, communication	
				and/or immigration had on	
				communities	
Ļ					

#### **ART**

1. Demonstrates understanding of skills and concepts \*Participates with effort, cooperates, follows directions Elements and Principles of Art: Student is unable to create 2 Student is developing skills • Student is able to create 2- Student is able to consistently and 3-dimensional works of to create 2- and 3-dimensional and 3-dimensional works of create 2- and 3-dimensional works art using the basic elements/ works of art using the basic art using the basic elements/ of art using the basic elements/ principles. elements/ principles. principles. principles. • Student is unable to gain • Student is developing skills • Student is able to gain Student is able to show control of the media being to gain control of the media control of the media being consistent control of the media used. being used. used. being used. Student rarely understands • Student is beginning to Student understands and Student consistently understands and differentiates between understand and differentiate differentiates between various and differentiates between various art techniques. various art techniques. between various art art techniques. techniques. ALL Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Art History/Art Appreciation: Student rarely identifies Student is developing skills Student identifies aesthetic Student can consistently identify aesthetic qualities of aesthetic qualities of exemplary to identify aesthetic qualities qualities of exemplary works exemplary works of art and of exemplary works of art and of art and identify works of art and identify characteristics of the artists who identify characteristics of the identify characteristics of the characteristics. of the artists artists who created them. who created them created them. artists who created them. Student shows little Student is beginning to • Student understands cultural • Student consistently shows understanding of cultural understand cultural influences influences in art. understanding of cultural influences in art. in art. Student understands and influences in art. Student rarely understands Student is developing skills applies basic art vocabulary. Student shows consistent or applies basic art vocabulary to understand and applies understanding and application of basic art vocabulary. basic art vocabulary.

reative Process:	Creative Process:	Creative Process:	Creative Process:
Student rarely use elements	<ul> <li>Student is developing skills</li> </ul>	<ul> <li>Student is able to apply use</li> </ul>	<ul> <li>Student is able to consistently</li> </ul>
f art and basic media in	needed to apply use of	of elements of art and basic	apply use of elements of art and
		media in his/her artwork.	basic media in his/her artwork.
Student is unable to create	media in his/her artwork.	• Student is able to create	<ul> <li>student is developing skills to</li> </ul>
orks of art with attention to	<ul> <li>Student is developing skills</li> </ul>	works of art with attention to	create works of art with attention
etail.		detail.	to detail.
		· ·	• Student is able to consistently
			develop ideas and demonstrate
			risk taking as an artist.
· · · · · · · · · · · · · · · · · · ·			Student is able to consistently
			explore and use a wide array of art
f art media in the production.			media in the production of art.
		·	
	the contract of the contract o		
	production.	craftsmanship.	
esthetic Response:	Aesthetic Response:	Aesthetic Response:	Aesthetic Response:
		l e e e e e e e e e e e e e e e e e e e	Student is consistently able to
· ·		·	compare and contrast culturally
•	· ·		and historically diverse works of
iverse works of art.	diverse works of art.	art.	art.
Student is rarely able to use	<ul> <li>Student is beginning to be</li> </ul>	Student is able to use	<ul> <li>Student is able to use evaluative</li> </ul>
valuative tools such as		evaluative tools such as	tools such as rubrics for self-
ubrics for self-assessment.	such as rubrics for self-	rubrics for self-assessment.	assessment.
Student is rarely able to use	assessment.	<ul> <li>Student is able to use visual</li> </ul>	<ul> <li>Student is consistently able to</li> </ul>
sual art terminology to	<ul> <li>Student is beginning to be</li> </ul>	art terminology to respond to	use visual art terminology to
espond to artwork.	able to use visual art	artwork.	respond to artwork.
	terminology to respond to		
	artwork.		
		the state of the s	the state of the s
f is the end of the en	Student rarely use elements art and basic media in sher artwork. Student is unable to create orks of art with attention to etail. Student rarely develops eas or demonstrates risk king as an artist. Student is rarely able to oppropriately use a wide array art media in the production.  Student is rarely able to oppropriately use a wide array art media in the production.  Student is rarely able to oppray and historically werse works of art. Student is rarely able to use raluative tools such as brics for self-assessment. Student is rarely able to use such art terminology to	Student rarely use elements art and basic media in sher artwork.  Student is unable to create orks of art with attention to etail.  Student rarely develops eas or demonstrates risk king as an artist.  Student is rarely able to oppropriately use a wide array art media in the production.  Student is rarely able to oppropriately use a wide array art media in the production.  Student is rarely able to oppropriately use a wide array of art media in the production.  Student is rarely able to oppropriately use a wide array of art media in the production.  Student is rarely able to oppropriately use a wide array of art media in the production.  Student is beginning to be able to compare and contrast culturally and historically diverse works of art.  Student is rarely able to use raluative tools such as brics for self-assessment.  Student is rarely able to use raluative tools such as rubrics for self-assessment.  Student is beginning to be able to use evaluative tools such as rubrics for self-assessment.  Student is beginning to be able to use visual art terminology to respond to	Student rarely use elements art and basic media in soher artwork.  Student is unable to create orks of art with attention to otatil.  Student rarely develops eas or demonstrates risk king as an artist.  Student is rarely able to opropriately use a wide array art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is rarely able to opropriately use a wide array of art media in the production.  Student is beginning to be able to use evaluative tools such as brics for self-assessment.  Student is rarely able to use as brics for self-assessment.  Student is rarely able to use as brics for self-assessment.  Student is beginning to be able to use evaluative tools such as rubrics for self-assessment.  Student is able to create overks of art with attention to detail.  Student is working toward developing skills attention to detail.  Student is working toward developing skills attention to detail.  Student is able to develop ideas and demonstrate risk taking as an artist.  Student is able to explore and appropriately use a wide array of art media in the production of art with attention to detail.  Student is able to coreate works of art with attention to detail.  Student is able to create works of art with attention to detail.  Student is able to create works of art with attention to detail.  Student is able to create works of art with attention to detail.  Student is able to create works of art with attention to detail.  Student is able to create works of art with attention to detail.  Student is able to create w

## MUSIC

1. Demonstrates understanding of skills and concepts

MP	1	2	3	4
	Student is unable to follow	Student is developing the	Student is able to follow	Student is consistently able to
	standard notation in terms of	ability to follow standard	standard notation in terms of	follow standard notation in terms
	form and structure and be	notation in terms of form and	form and structure and be	of form and structure and be able
	able to identify important	structure and be able to	able to identify important	to identify important symbols such
	symbols such as repeat signs,	identify important symbols	symbols such as repeat signs,	as repeat signs, endings, dal segno
	endings, dal segno (D.S.) Da	such as repeat signs, endings,	endings, dal segno (D.S.) Da	(D.S.) Da Capo (D.C.), and coda.
4th	Capo (D.C.), and coda.	dal segno (D.S.) Da Capo	Capo (D.C.), and coda.	Student is consistently able to
	Student is unable to perform	(D.C.), and coda.	Student is able to perform	perform repertoire in two
	repertoire in two	Student is developing the	repertoire in two part	part harmony with greater
	part harmony with greater	ability to perform repertoire in	harmony with greater	musicality and accuracy.
	musicality and accuracy.	two part harmony with	musicality and accuracy.	
		greater musicality and		
		accuracy		

### Spanish

#### 1. Demonstrates an understanding of skills and concepts

#### Targeted Proficiency Level: Novice Mid

The novice-mid language learner understands and communicates at the word level and can independently:

\*Identify and recognize memorized words and phrases that bring meaning to text. (Interpretive)

\*Use memorized words and phrases to respond to learned questions and ask memorized questions, state needs and preferences, and describe people, places and things. (Interpersonal speaking)

\*Use memorized words and phrases to make lists, state needs and preferences, and describe people, places and things. (Presentational Speaking/Writing)

	1	2	3	4
	The student can demonstrate	The student can demonstrate	The student can demonstrate all	The student can consistently
	some of the targeted skills, only	most of the targeted skills, with	of the following skills most of the	demonstrate all of the targeted skills
	with support.	some support needed.	time, with minimal to no support	without any support.
			needed:	
			*Recognize familiar spoken or	
			written words, phrases, cultural	
			gestures and practices	
			*Demonstrate comprehension of	
1			simple, oral directions,	
•			commands and requests through	
			appropriate physical response	
			*Imitate appropriate gestures	
			and intonation, recite and/or	
			dramatize simple poetry, rhymes	
			and songs	
			*Ask and respond to simple	
			questions	
			*Copy/write words and phrases	

## **Physical Education**

1. Demonstrates understanding of skills and concepts.

MP	1	2	3	4	
	Lifetime/Cooperative Activities				
	Student is unable to display	Student displays minimal ability	Student demonstrates	Student consistently demonstrates a	
	ability to demonstrate	to demonstrate fundamental	fundamental offensive and	variety of fundamental offensive and	
	fundamental offensive and	offensive and defensive strategies	defensive strategies (faking,	defensive strategies (faking, dodging,	
	defensive strategies (faking,	(faking, dodging, defending, open	dodging, defending, open space)	defending, open space) in an isolated	
	dodging, defending, open space)	space) in an isolated setting (skill	in an isolated setting (skill	setting (skills practice).	
	in an isolated setting (skill	practice).	practice).	Student consistently describes a	
	practice).	Student displays minimal ability	Student describes how team	variety of ways team members may	
	Student is unable to display	to describe how team members	members may motivate each	motivate each other for success	
4th	ability to describe how team	may motivate each other for	other for success during	during cooperative games and	
	members may motivate each	success during cooperative games	cooperative games and activities.	activities.	
	<u> </u>	and activities.	Student identifies the	Student consistently identifies various	
	'	Student displays minimal ability	characteristics of good	characteristics of good sportsmanship	
	' '	to identify the characteristics of	sportsmanship that are displayed	that are displayed by both players and	
		good sportsmanship that are	by both players and observers.	observers.	
		displayed by both players and			
	' ' '	observers.			
	by both players and observers.				