

**Grade 1 Report Card Companion Rubrics**

**Trimester 1**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 1	Reads at a level 4 or below	Reads at a level 6	Reads at a level 8-10	Reads at a level 12 or above
2. Uses Decoding Strategies				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● Problem-solves unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student expands on and exceeds expectations by independently:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>
3. Literal Comprehension				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● retelling stories sequentially and with detail.</li> <li>● summarizing stories using beginning, middle, and end.</li> <li>● identifying main characters and setting within a story.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● retells stories sequentially and with detail.</li> <li>● summarizes stories using beginning, middle, and end.</li> <li>● identifies main characters and setting within a story.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● retelling stories sequentially and with detail.</li> <li>● summarizing stories using beginning, middle, and end.</li> <li>● identifying main characters and setting within a story.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● sequentially retelling stories with specific details.</li> <li>● summarizing stories including problem, solution, beginning, middle, and end, only including the most important details.</li> <li>● identifying story elements (characters, setting, problem &amp; solution).</li> </ul>
4. Interpretative Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● making predictions by identifying and connecting basic story elements.</li> <li>● revising predictions using new information.</li> <li>● making inferences about characters and setting using text clues and illustrations.</li> <li>● using background knowledge to make connections between their own lives, other books, and the world.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● makes predictions by identifying and connecting basic story elements.</li> <li>● revises predictions using new information.</li> <li>● makes inferences about characters and setting using text clues and illustrations.</li> <li>● uses background knowledge to make connections between their own lives, other books, and the world.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● making predictions by identifying and connecting basic story elements.</li> <li>● revising predictions using new information.</li> <li>● making inferences about characters and setting using text clues and illustrations.</li> <li>● using background knowledge to make connections between their own lives, other books, and the world.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● making predictions by connecting story elements using more complex inferential thinking.</li> <li>● revising predictions with specific examples from new information.</li> <li>● making sophisticated inferences about characters and setting using text clues and illustrations.</li> <li>● using background knowledge to make meaningful connections between their own lives, other books, and the world.</li> </ul>
5. Reads with Fluency				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● reading in short phrases.</li> <li>● self-correcting miscues.</li> <li>● problem-solving unknown words.</li> <li>● using sight words to read fluently.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● reads in short phrases.</li> <li>● self-corrects miscues.</li> <li>● problem-solves unknown words</li> <li>● uses sight words to read fluently.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● reading in short phrases.</li> <li>● self-correcting miscues.</li> <li>● problem-solving unknown words.</li> <li>● using sight words to read fluently.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● reading in longer phrases at times</li> <li>● self-correcting miscues quickly or reads accurately</li> <li>● using multiple cues to problem-solve unknown words</li> </ul>

6. Demonstrates Stamina				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for ten minutes.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for ten minutes.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for ten minutes.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating stamina during reading and writing workshop for greater than ten minutes</li> </ul>

**Language Arts Literacy: Writing**

Narrative Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing about an event in their lives.</li> <li>writing a beginning to their story.</li> <li>writing an ending to their story.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes about an event in their lives.</li> <li>writes a beginning to their story.</li> <li>writes an ending to their story.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing about an event in their lives.</li> <li>writing a beginning to their story.</li> <li>writing an ending to their story.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing a story consisting of three or more pages.</li> <li>telling a story in order using words such as and, then, and so.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes a story consisting of three or more pages.</li> <li>tells a story in order using words such as and, then, and so.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing a story consisting of three or more pages.</li> <li>telling a story in order using words such as and, then, and so.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using details in pictures and words.</li> <li>using labels and words to give details.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses details in pictures and words.</li> <li>uses labels and words to give details.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using details in pictures and words.</li> <li>using labels and words to give details.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using knowledge of words and chunks of words to spell words.</li> <li>spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>ending sentences with appropriate punctuation.</li> <li>using a capital letter for names.</li> <li>using commas in dates and lists.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses knowledge of words and chunks of words to spell words.</li> <li>spells the word wall words correctly and uses the word wall to help spell other words.</li> <li>ends sentences with appropriate punctuation.</li> <li>uses a capital letter for names.</li> <li>uses commas in dates and lists.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using knowledge of words and chunks of words to spell words.</li> <li>spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>ending sentences with appropriate punctuation.</li> <li>using a capital letter for names.</li> <li>using commas in dates and lists.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>following rules for discussion including listening to others and taking turns speaking.</li> <li>responding to comments of others.</li> <li>asking questions to clear up confusion.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>follows rules for discussion including listening to others and taking turns speaking.</li> <li>responds to comments of others.</li> <li>asks questions to clear up confusion.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>following rules for discussion including listening to others and taking turns speaking.</li> <li>responding to comments of others.</li> <li>asking questions to clear up confusion.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>describing people, places, things, and events with relevant details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>describes people, places, things, and events with relevant details.</li> <li>produces complete sentences and speaks clearly.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>describing people, places, things, and events with relevant details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>listening to information being presented.</li> <li>asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>listens to information being presented.</li> <li>asks and answers questions in order to get information or clarify something that is not understood.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>listening to information being presented.</li> <li>asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• solving parts-and-total number stories within 10.</li> <li>• understanding the turnaround rule.</li> <li>• understanding that some addition strategies can be used to solve subtraction problems (i.e. “<i>What do I need to add to 7 in order to get 10?</i>”)</li> <li>• using a number grid to solve addition and subtraction problems</li> <li>• adding and subtracting on the number line to solve simple number stories and extend number patterns.</li> <li>• using an equal sign to write addition and subtraction number models.</li> <li>• finding the unknown number of hops between two numbers on a number line or number grid.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• solves parts-and-total number stories within 10.</li> <li>• understands the turnaround rule.</li> <li>• understands that some addition strategies can be used to solve subtraction problems (i.e. “<i>What do I need to add to 7 in order to get 10?</i>”)</li> <li>• uses a number grid to solve addition and subtraction problems</li> <li>• adds and subtracts on the number line to solve simple number stories and extend number patterns.</li> <li>• uses an equal sign to write addition and subtraction number models.</li> <li>• finds the unknown number of hops between two numbers on a number line or number grid.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• solving parts-and-total number stories within 10.</li> <li>• understanding the turnaround rule.</li> <li>• understanding that some addition strategies can be used to solve subtraction problems (i.e. “<i>What do I need to add to 7 in order to get 10?</i>”)</li> <li>• using a number grid to solve addition and subtraction problems</li> <li>• adding and subtracting on the number line to solve simple number stories and extend number patterns.</li> <li>• using an equal sign to write addition and subtraction number models.</li> <li>• finding the unknown number of hops between two numbers on a number line or number grid.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• solving and writing number models for parts-and-total, change, and comparison number stories within 10.</li> <li>• solving number stories with three addends.</li> <li>• recognizing that a fact and a turnaround fact have the same sum.</li> <li>• understanding that a difference can be found with both subtraction and addition</li> <li>• relating counting to addition and subtraction (i.e. by counting on 2 to add 2)</li> <li>• fluently solving addition and subtraction doubles and combinations of 10.</li> <li>• identifying true and false number sentences containing addition and subtraction facts within 10.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• skip counting on the number line.</li> <li>• extending number patterns within 100.</li> <li>• comparing the value of two numbers less than 20.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• skip counting on the number line.</li> <li>• extends number patterns within 100.</li> <li>• compares the value of two numbers less than 20.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• skip counting on the number line.</li> <li>• extending number patterns within 100.</li> <li>• comparing the value of two numbers less than 20.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• counting to 120, starting at any number less than 120.</li> <li>• within 120, reading and writing numerals and representing a number of objects as a written numeral.</li> <li>• identifying the two-digit number represented by base-10 blocks.</li> <li>• Using <math>&lt;</math>, <math>=</math>, and <math>&gt;</math> to compare two-digit numbers.</li> </ul>
3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• identifying the shortest and longest of two or three objects.</li> <li>• organizing and answering simple questions about data in a tally chart.</li> <li>• drawing shapes.</li> <li>• combining pattern blocks to make designs</li> <li>• combining base-10 blocks to build structures</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• identifies the shortest and longest of two or three objects.</li> <li>• organizing and answering simple questions about data in a tally chart.</li> <li>• combines pattern blocks to make designs</li> <li>• combines base-10 blocks to build structures</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• identifying the shortest and longest of two or three objects.</li> <li>• organizing and answering simple questions about data in a tally chart.</li> <li>• drawing shapes.</li> <li>• combining pattern blocks to make designs</li> <li>• combining base-10 blocks to build structures</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• ordering three objects by length.</li> <li>• measuring a path with base-10 cubes</li> <li>• answering simple questions about a bar graph.</li> <li>• building shapes with a specified number of sides. .</li> <li>• composing a new two-dimensional shape from two existing two-dimensional shapes.</li> </ul>

4. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● making sense of problems and persevering in solving them.</li> <li>● reasoning abstractly and quantitatively.</li> <li>● constructing viable arguments and critiquing the reasoning of others.</li> <li>● modeling with mathematics.</li> <li>● using appropriate tools strategically.</li> <li>● attending to precision.</li> <li>● looking for and making use of structure.</li> <li>● looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● makes sense of problems and perseveres in solving them.</li> <li>● reasons abstractly and quantitatively.</li> <li>● constructs viable arguments and critiques the reasoning of others.</li> <li>● models with mathematics.</li> <li>● uses appropriate tools strategically.</li> <li>● attends to precision.</li> <li>● looks for and makes use of structure</li> <li>● looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● making sense of problems and persevering in solving them.</li> <li>● reasoning abstractly and quantitatively.</li> <li>● constructing viable arguments and critiquing the reasoning of others.</li> <li>● modeling with mathematics.</li> <li>● using appropriate tools strategically.</li> <li>● attending to precision.</li> <li>● looking for and making use of structure.</li> <li>● looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● identifying multiple entry points to solutions and planning a solution pathway</li> <li>● regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>● generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>● comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>● detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>● attending to precision by examining claims and calculating efficiently.</li> <li>● looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>● looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

Plants & Animals				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>Plants and animals have structures and behaviors that help them grow and survive in their environments.</li> <li>Plants and animals have variations in structures that serve the same function.</li> <li>Habitats provide plants and animals with their needs for food, water, air, and space to live; plants also need sunlight to make food.</li> <li>Plant and animal offspring resemble their parents.</li> <li>Plants can grow and change and can produce new plants in many ways (seeds, bulbs, roots, stem cuttings).</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>Asks questions to find more information about the natural world.</li> <li>Develops a simple model to represent an object.</li> <li>Plans and conducts an investigation to collect data (evidence) to answer a question.</li> <li>Makes observations and/or measurements that can be used to make comparisons.</li> <li>Describes patterns and/or relationships in the natural world based on observations.</li> <li>Analyzes data from testing an object to determine if it works as intended.</li> <li>Constructs evidence-based explanations of the natural world based on observations.</li> <li>Designs and/or builds a solution to solve a specific problem.</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>defining community and identifying different types of communities.</li> <li>describing the importance of conflict resolution in a community.</li> <li>explaining the importance of creating and following rules in the school and classroom community.</li> <li>describing a family tradition.</li> <li>defining “needs” and “wants”.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>identifying the characteristics of a group that make it a community.</li> <li>explaining how a community can identify and solve problems together.</li> <li>comparing and contrasting family traditions.</li> <li>identifying examples of “needs” and “wants” and explaining why some items could be considered both a need and a want.</li> </ul>	Student expands on and exceeds expectations by consistently and independently 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				
	1	2	3	4
All Trimesters	<b>Elements and Principles of Art</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>creating two-and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>creating two and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
<b>Creative Process</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>showing control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gaining control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester I	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>echoing patterns and singing simple melodies.</li> <li>keeping the steady beat through movement and performing on classroom instruments.</li> <li>differentiating between music that is high/low, loud/soft, and fast/slow.</li> <li>singing music from around the world, of a variety of styles, alone and with others.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>echoes patterns and sings simple melodies.</li> <li>keeps the steady beat through movement and performs on classroom instruments.</li> <li>differentiates between music that is high/low, loud/soft, and fast/slow.</li> <li>sings music from around the world, of a variety of styles, alone and with others.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>echoing patterns and singing simple melodies.</li> <li>keeping the steady beat through movement and performing on classroom instruments.</li> <li>differentiating between music that is high/low, loud/soft, and fast/slow.</li> <li>singing music from around the world, of a variety of styles, alone and with others.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>echoing patterns and singing simple melodies.</li> <li>keeping the steady beat through movement and performing on classroom instruments.</li> <li>differentiating between music that is high/low, loud/soft, and fast/slow.</li> <li>signing music from around the world, of a variety of styles, alone and with others.</li> </ul>

**Physical Education**

1. Demonstrates understanding of skills and concepts				
Locomotor & Non-locomotor Skills				
	1	2	3	4
Trimester I	With consistent prompting and support, student has difficulty demonstrating: <ul style="list-style-type: none"><li>gross motor skills (e.g., hopping, galloping, jumping, running, and marching)</li><li>fine motor skills</li></ul>	With prompting and support, student demonstrates: <ul style="list-style-type: none"><li>gross motor skills (e.g., hopping, galloping, jumping, running, and marching)</li><li>fine motor skills</li></ul>	Student consistently meets expectations by demonstrating: <ul style="list-style-type: none"><li>gross motor skills (e.g., hopping, galloping, jumping, running, and marching)</li><li>fine motor skills</li></ul>	Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.



**Trimester 2**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 2	Reads at a level 8 or below		Reads at a level 10	
2. Uses Decoding Strategies				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds)</li> <li>Using meaning, pictures and context</li> </ul> </li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>Problem-solves unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds)</li> <li>Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds)</li> <li>Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student expands on and exceeds expectations by independently:</p> <ul style="list-style-type: none"> <li>Problem-solving unfamiliar words by independently using strategies such as:                             <ul style="list-style-type: none"> <li>Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds)</li> <li>Using meaning, pictures and context</li> </ul> </li> </ul>
3. Literal Comprehension				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using text features to ask literal questions about main ideas and details.</li> <li>identifying or utilizing text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</li> <li>verbally summarizing a nonfiction text including main idea and supporting details using text features.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses text features to ask literal questions about main ideas and details.</li> <li>identifies or utilizes text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</li> <li>verbally summarizes a nonfiction text including main idea and supporting details using text features.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using text features to ask literal questions about main ideas and details.</li> <li>identifying or utilizing text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</li> <li>verbally summarizing a nonfiction text including main idea and supporting details using text features.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying, utilizing, and extending upon text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information.</li> <li>including additional important details from the text in notes and graphic organizers.</li> <li>verbally composing a well-organized summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).</li> </ul>
4. Interpretative Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension.</li> <li>asking and answering self-generated questions before, during, and after reading.</li> <li>determining the meaning of new words and concepts using pictures, context clues, and background knowledge.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>activate background knowledge to make text-to-self and text-to-world connections that enhance comprehension.</li> <li>asks and answers self-generated questions before, during, and after reading.</li> <li>determines the meaning of new words and concepts using pictures, context clues, and background knowledge.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension.</li> <li>asking and answering self-generated questions before, during, and after reading.</li> <li>determining the meaning of new words and concepts using pictures, context clues, and background knowledge.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>independently activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension.</li> <li>asking and answering complex self-generated questions before, during, and after reading.</li> <li>independently determining the meaning of new words and concepts using pictures, context clues, and background knowledge.</li> </ul>
5. Reads with Fluency				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>reading in short phrases in a smooth voice.</li> <li>self-correcting miscues.</li> <li>problem-solving unknown words.</li> <li>using sight words to read fluently.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>reads in short phrases in a smooth voice.</li> <li>self-corrects miscues.</li> <li>problem-solves unknown words.</li> <li>uses sight words to read fluently.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>reading in short phrases in a smooth voice.</li> <li>self-correcting miscues.</li> <li>problem-solving unknown words.</li> <li>using sight words to read fluently.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>using expression to convey meaning most of the time.</li> <li>reading in longer, meaningful phrases most of the time; hears all punctuation.</li> </ul>

6. Demonstrates Stamina				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: demonstrating stamina during reading and writing workshop for greater than 15 minutes.	With prompting and support, student: demonstrates stamina during reading and writing workshop for greater than 15 minutes.	Student consistently meets expectations by: demonstrating stamina during reading and writing workshop for greater than 15 minutes.	Student expands on and exceeds expectations by: demonstrating stamina during reading and writing workshop for greater than 15 minutes.

**Language Arts Literacy: Writing**

**Information & Opinion Writing**

1. Generates and expresses ideas

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>teaching readers about a topic.</li> <li>writing an opinion or likes and dislikes and explaining why.</li> <li>naming the topic in the beginning to get the reader's attention.</li> <li>naming the topic at the beginning and giving an opinion.</li> <li>writing an ending.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>teaches readers about a topic.</li> <li>writes an opinion or likes and dislikes and explaining why.</li> <li>names the topic in the beginning to get the reader's attention.</li> <li>names the topic at the beginning and giving an opinion.</li> <li>writes an ending.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>teaching readers about a topic.</li> <li>writing an opinion or likes and dislikes and explaining why.</li> <li>naming the topic in the beginning to get the reader's attention.</li> <li>naming the topic at the beginning and giving an opinion.</li> <li>writing an ending.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

2. Uses transitions and organizes ideas clearly

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>writing about the topic part by part.</li> <li>writing a part to get the readers' attention and a part where more was said.</li> <li>writing different parts about the topic on different pages.</li> <li>adding more to support their opinion and using words such as <i>and</i> and <i>because</i>.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>writes about the topic part by part.</li> <li>writes a part to get the readers' attention and a part where more was said.</li> <li>writes different parts about the topic on different pages.</li> <li>adds more to support their opinion and using words such as <i>and</i> and <i>because</i>.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>writing about the topic part by part.</li> <li>writing a part to get the readers' attention and a part where more was said.</li> <li>writing different parts about the topic on different pages.</li> <li>adding more to support their opinion and using words such as <i>and</i> and <i>because</i>.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

3. Elaborates by using details and descriptions

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>putting facts in their writing to teach about the topic.</li> <li>writing at least one reason for an opinion.</li> <li>using labels and words to give facts for informational writing and details for opinion writing.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>puts facts in their writing to teach about the topic.</li> <li>writes at least one reason for an opinion.</li> <li>uses labels and words to give facts for informational writing and details for opinion writing.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>putting facts in their writing to teach about the topic.</li> <li>writing at least one reason for an opinion.</li> <li>using labels and words to give facts for informational writing and details for opinion writing.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

4. Uses conventions and spelling patterns appropriately

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using knowledge of words and chunks of words to spell words.</li> <li>spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>ending sentences with appropriate punctuation.</li> <li>using a capital letter for names.</li> <li>using commas in dates and lists.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses knowledge of words and chunks of words to spell words.</li> <li>spells the word wall words correctly and uses the word wall to help spell other words.</li> <li>ends sentences with appropriate punctuation.</li> <li>uses a capital letter for names.</li> <li>uses commas in dates and lists.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using knowledge of words and chunks of words to spell words.</li> <li>spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>ending sentences with appropriate punctuation.</li> <li>using a capital letter for names.</li> <li>using commas in dates and lists.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>following rules for discussion including listening to others and taking turns speaking.</li> <li>responding to comments of others.</li> <li>asking questions to clear up confusion.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>follows rules for discussion including listening to others and taking turns speaking.</li> <li>responds to comments of others.</li> <li>asks questions to clear up confusion.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>following rules for discussion including listening to others and taking turns speaking.</li> <li>responding to comments of others.</li> <li>asking questions to clear up confusion.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>describing people, places, things, and events with relevant details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>describes people, places, things, and events with relevant details.</li> <li>produces complete sentences and speaks clearly.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>describing people, places, things, and events with relevant details.</li> <li>producing complete sentences and speaking clearly.</li> </ul>	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>listening to information being presented.</li> <li>asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>listens to information being presented.</li> <li>asks and answers questions in order to get information or clarify something that is not understood.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>listening to information being presented.</li> <li>asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• solving and writing number models for number stories within 10.</li> <li>• solving number stories with three addends.</li> <li>• understanding that a difference can be found with both subtraction and addition.</li> <li>• explaining the meaning of the equal sign and identifying true and false number sentences containing addition and subtraction facts within 10.</li> <li>• determining the unknown whole number in an addition or subtraction equation relating three whole numbers. (i.e. <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>)</li> <li>• using a variety of strategies to solve subtraction facts.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• solves and writes number models for parts-and-total, change, and comparison number stories within 10.</li> <li>• solves number stories with three addends.</li> <li>• understands that a difference can be found with both subtraction and addition.</li> <li>• explains the meaning of the equal sign and identifies true and false number sentences containing addition and subtraction facts within 10.</li> <li>• determines the unknown whole number in an addition or subtraction equation relating three whole numbers. (i.e. <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>)</li> <li>• uses a variety of strategies to solve subtraction facts.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• solving and writing number models for parts-and-total, change, and comparison number stories within 10.</li> <li>• solving number stories with three addends.</li> <li>• understanding that a difference can be found with both subtraction and addition.</li> <li>• explaining the meaning of the equal sign and identifying true and false number sentences containing addition and subtraction facts within 10.</li> <li>• determining the unknown whole number in an addition or subtraction equation relating three whole numbers. (i.e. <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>)</li> <li>• using a variety of strategies to solve subtraction facts.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing by using objects, drawings and equations.</li> <li>• solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, or equations.</li> <li>• applying properties of operations as strategies to add and subtract.</li> <li>• understanding subtraction as an unknown-addend problem (i.e. subtracting <math>10-8</math> by finding the number that makes 10 when added to 8)</li> <li>• using a variety of strategies to add and subtract within 20 while demonstrating fluency for addition and subtraction within 10.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• counting to 120, starting at any number less than 120.</li> <li>• representing a number of objects with a written numeral.</li> <li>• understanding that the two digits of a two-digit number represent amounts of tens and ones.</li> <li>• identifying the two-digit number represented by base-10 blocks, including teens and multiples of ten.</li> <li>• exchanging 1 ten for 10 ones in base-10 blocks.</li> <li>• using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to record comparisons of numbers.</li> <li>• using concrete tools (number grid, number line, counters, etc.) to add a two-digit number and a one-digit number, add within 100, find 10 more and 10 less, and subtract two-digit multiples of 10 from other two-digit multiples of 10.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• counts to 120, starting at any number less than 120.</li> <li>• represents a number of objects with a written numeral.</li> <li>• understands that the two digits of a two-digit number represent amounts of tens and ones.</li> <li>• identifies the two-digit number represented by base-10 blocks, including teens and multiples of ten.</li> <li>• exchanges 1 ten for 10 ones in base-10 blocks.</li> <li>• uses <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to record comparisons of numbers.</li> <li>• uses concrete tools (number grid, number line, counters, etc.) to add a two-digit number and a one-digit number, add within 100, find 10 more and 10 less, and subtract two-digit multiples of 10 from other two-digit multiples of 10.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• counting to 120, starting at any number less than 120.</li> <li>• representing a number of objects with a written numeral.</li> <li>• understanding that the two digits of a two-digit number represent amounts of tens and ones.</li> <li>• identifying the two-digit number represented by base-10 blocks, including teens and multiples of ten.</li> <li>• exchanging 1 ten for 10 ones in base-10 blocks.</li> <li>• using <math>&gt;</math>, <math>&lt;</math>, and <math>=</math> to record comparisons of numbers.</li> <li>• using concrete tools (number grid, number line, counters, etc.) to add a two-digit number and a one-digit number, add within 100, find 10 more and 10 less, and subtract two-digit multiples of 10 from other two-digit multiples of 10.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• thinking of 10 as a bundle of ten ones - called a "ten".</li> <li>• composing the numbers from 11 to 19 as a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• referring to the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as one ten, two tens, three tens, etc. with 0 ones.</li> <li>• comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> <li>• understanding that in adding two-digit numbers, one adds tens and tens, ones and ones, sometimes composing a ten.</li> <li>• finding 10 more or 10 less than a number mentally without having to count and explaining the reasoning used.</li> <li>• subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings.</li> </ul>

3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>ordering three objects by length</li> <li>measuring a path with base-10 cubes</li> <li>organizing and answering simple questions about data in a bar graph</li> <li>building shapes with a specified number of sides</li> <li>composing a new 2-dimensional shape from existing two 2-dimensional shapes</li> <li>composing shapes with base-10 blocks</li> <li>showing time to the hour on an analog clock with both the hour and minute hands</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>orders three objects by length</li> <li>measures a path with base-10 cubes</li> <li>organizes and answering simple questions about data in a bar graph</li> <li>builds shapes with a specified number of sides</li> <li>composes a new 2-dimensional shape from two 2-dimensional shapes</li> <li>composes shapes with base-10 blocks</li> <li>shows time to the hour on an analog clock with both the hour and minute hands</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>ordering three objects by length</li> <li>measuring a path with base-10 cubes</li> <li>organizing and answering simple questions about data in a bar graph</li> <li>building shapes with a specified number of sides</li> <li>composing a new 2-dimensional shape from two 2-dimensional shapes</li> <li>composing shapes with base-10 blocks showing time to the hour on an analog clock with both the hour and minute hands</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>comparing the lengths of two objects indirectly by using a third object</li> <li>expressing the length of an object using nonstandard units.</li> <li>telling and writing time to the nearest half-hour.</li> <li>organizing, representing, and interpreting data with up to three categories</li> <li>asking and answering questions about data distinguishing between defining attributes (i.e., number of sides) vs. non-defining attributes (i.e., color) of two-dimensional shapes</li> <li>composing new 2- and 3-dimensional shapes from existing 2- and 3-dimensional shapes</li> <li>partitioning circles and rectangles into two and four equal shares and using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>.</li> </ul>
4. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> <li>looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

<b>Sound &amp; Light</b>				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating understanding of key concepts. <ul style="list-style-type: none"> <li>• Sound and light can be used to communicate information.</li> <li>• Sound occurs as the result of vibrating objects; vibrations from the source determine the properties of sound (volume and pitch).</li> <li>• light sources give off light that travel in straight lines in all directions.</li> <li>• Shadows are created when light is blocked by an object.</li> <li>• Light can be redirected when reflected on a surface.</li> <li>• Light is necessary for humans and animals to see.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning. <ul style="list-style-type: none"> <li>• Asks questions to find more information about the natural world.</li> <li>• Develops a simple model to represent an object.</li> <li>• Plans and conducts an investigation to collect data (evidence) to answer a question.</li> <li>• Makes observations and/or measurements that can be used to make comparisons.</li> <li>• Describes patterns and/or relationships in the natural world based on observations.</li> <li>• Analyzes data from testing an object to determine if it works as intended.</li> <li>• Constructs evidence-based explanations of the natural world based on observations.</li> <li>• Designs and/or builds a solution to solve a specific problem.</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: <ul style="list-style-type: none"> <li>• describing the differences between maps and globes and the information they provide.</li> <li>• explaining how maps can be used to help us find places and understand the physical world.</li> <li>• identifying the ways an individual can make positive changes in his/her community.</li> <li>• describing examples of unfairness or injustice that occur in communities.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by: <ul style="list-style-type: none"> <li>• drawing a map of a familiar place that includes the key features of a map.</li> <li>• describing examples of unfairness or injustice that have been changed by the actions of an individual or group.</li> <li>• identifying the ways that an individual can help to make their community a better place.</li> </ul>	Student expands on and exceeds expectations by consistently and independently 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				
	1	2	3	4
All Trimesters	<b>Elements and Principles of Art</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>creating two-and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>creating two and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
	<b>Creative Process</b>			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>showing control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gaining control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>performing simple rhythmic patterns orally and on classroom instruments.</li> <li>creating a movement to express music.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>performs simple rhythmic patterns orally and on classroom instruments.</li> <li>creates a movement to express music.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>performing simple rhythmic patterns orally and on classroom instruments.</li> <li>creating a movement to express music.</li> </ul>	<p>Student expands on and exceeds expectations by consistently:</p> <ul style="list-style-type: none"> <li>performing simple rhythmic patterns orally and on classroom instruments.</li> <li>creating a movement to express music.</li> </ul>

**Physical Education**

1. Demonstrates understanding of skills and concepts				
	<b>Manipulative Skills</b>			
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using objects and props to develop spatial and coordination skills.</li> <li>explaining and performing movement skills with developmentally appropriate control.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses objects and props to develop spatial and coordination skills.</li> <li>explains and performs movement skills with developmentally appropriate control.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using objects and props to develop spatial and coordination skills.</li> <li>explaining and performing movement skills with developmentally appropriate control.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

**Trimester 3**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 3	Reads at a level 12 or below	Reads at a level 14-16	Reads at a level 18	Reads at a level 20 or above
2. Uses Decoding Strategies				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● Problem-solves unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ Looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ Using meaning, pictures and context</li> </ul> </li> </ul>	<p>Student expands on and exceeds expectations by: Student expands on and exceeds expectations by independently:</p> <ul style="list-style-type: none"> <li>● Problem-solving unfamiliar words by using strategies such as:                             <ul style="list-style-type: none"> <li>○ looking at all parts of the words (isolating and blending Beginning, Middle and Ending sounds</li> <li>○ using meaning, pictures and context</li> </ul> </li> </ul>
3. Reads with Comprehension: Literal				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● using background knowledge, words, and pictures to visualize text while reading.</li> <li>● summarizing stories including problem, solution, beginning, middle, and end.</li> <li>● identifying story elements (characters, setting, problem/solution).</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● uses background knowledge, words, and pictures to visualize text while reading.</li> <li>● summarizes stories including problem, solution, beginning, middle, and end.</li> <li>● identifies story elements (characters, setting, problem/solution).</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● using background knowledge, words, and pictures to visualize text while reading.</li> <li>● summarizing stories including problem, solution, beginning, middle, and end.</li> <li>● identifying story elements (characters, setting, problem/solution).</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● independently using visualization to extend understanding of the text.</li> <li>● summarizing stories including problem, solution, beginning, middle, and end, only including the most important details.</li> <li>● identifying story elements (characters, setting, problem/solution).</li> </ul>
4. Reads with Comprehension: Inferential				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>● identifying relationships between characters.</li> <li>● understanding the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing).</li> <li>● identifying the words and images to describe a character in a text including their relationships and how they feel.</li> <li>● using details from the text and illustrations to make personal connections to characters.</li> <li>● using details from the text to determine how a character and their relationships change.</li> <li>● determining author's purpose (life lessons) for writing a text.</li> <li>● forming and supporting opinions about texts.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>● identifies relationships between characters.</li> <li>● understands the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing).</li> <li>● identifies the words and images to describe a character in a text including their relationships and how they feel.</li> <li>● uses details from the text and illustrations to make personal connections to characters.</li> <li>● uses details from the text to determine how a character and their relationships change.</li> <li>● determines author's purpose (life lessons) for writing a text.</li> <li>● forms and supports opinions about texts.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>● identifying relationships between characters.</li> <li>● understanding the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing).</li> <li>● identifying the words and images to describe a character in a text</li> <li>● including their relationships and how they feel.</li> <li>● using details from the text and illustrations to make personal connections to characters.</li> <li>● using details from the text to determine how a character and their relationships change.</li> <li>● determining author's purpose (life lessons) for writing a text.</li> <li>● forming and supporting opinions about texts.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>● identifying the words and images that describe a character in a text and independently draws complex conclusions.</li> <li>● independently using details from the text to determine how a character develops.</li> <li>● determining author's purpose (life lesson) for writing a text, citing specific examples as support.</li> <li>● forming and thoroughly supporting unique opinions about texts.</li> </ul>



5. Reads with Fluency				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• using expression that reflects mood, pace, and tension at times.</li> <li>• reading in longer phrases, heeding most punctuation.</li> <li>• taking on characters' emotions and voice to bring the story to life.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• uses expression that reflects mood, pace, and tension at times.</li> <li>• reads in longer phrases, heeding most punctuation.</li> <li>• takes on characters' emotions and voice to bring the story to life.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• using expression that reflects mood, pace, and tension at times.</li> <li>• reading in longer phrases, heeding most punctuation.</li> <li>• taking on characters' emotions and voice to bring the story to life.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• using expression that reflects mood, pace, and tension most of the time.</li> <li>• reading in longer, meaningful phrases most of the time; heeding all punctuation</li> <li>• taking on characters' emotions and voice to bring the story to life.</li> </ul>
6. Demonstrates Stamina				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• demonstrating stamina during reading and writing workshop for 20 minutes</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• demonstrates stamina during reading and writing workshop for 20 minutes</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating stamina during reading and writing workshop for 20 minutes</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating stamina during reading and writing workshop for greater than 20 minutes</li> </ul>

**Language Arts Literacy: Writing**

<b>Narrative Writing</b>				
<b>1. Generates and expresses ideas</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• writing a realistic fiction story including characters and problem and solution.</li> <li>• attempting to write a beginning to their story.</li> <li>• writing an ending to their story</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• writes a realistic fiction story including characters and problem and solution.</li> <li>• attempts to write a beginning to their story.</li> <li>• writes an ending to their story.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• writing a realistic fiction story including characters and problem and solution.</li> <li>• attempting to write a beginning to their story.</li> <li>• writing an ending to their story.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
<b>2. Uses transitions and organizes ideas clearly</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• writing a story consisting of three or more pages.</li> <li>• telling a story in order using words such as and, then, and so.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• writes a story consisting of three or more pages.</li> <li>• tells a story in order using words such as and, then, and so.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• writing a story consisting of three or more pages.</li> <li>• telling a story in order using words such as and, then, and so.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
<b>3. Elaborates by using details and descriptions</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• using details in pictures and words.</li> <li>• using labels and words to give details.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• uses details in pictures and words.</li> <li>• uses labels and words to give details.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• using details in pictures and words.</li> <li>• using labels and words to give details.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>
<b>4. Uses conventions and spelling patterns appropriately</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• using knowledge of words and chunks of words to spell words.</li> <li>• spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>• ending sentences with appropriate punctuation.</li> <li>• using a capital letter for names.</li> <li>• using commas in dates and lists.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• uses knowledge of words and chunks of words to spell words.</li> <li>• spells the word wall words correctly and using the word wall to help spell other words.</li> <li>• ends sentences with appropriate punctuation.</li> <li>• uses a capital letter for names.</li> <li>• uses commas in dates and lists.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• using knowledge of words and chunks of words to spell words.</li> <li>• spelling the word wall words correctly and using the word wall to help spell other words.</li> <li>• ending sentences with appropriate punctuation.</li> <li>• using a capital letter for names.</li> <li>• using commas in dates and lists.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced writing skills.</li> <li>• moving through the writing process independently.</li> </ul>

**Language Arts Literacy: Speaking and Listening**

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• following rules for discussion including listening to others and taking turns speaking.</li> <li>• responding to comments of others.</li> <li>• asking questions to clear up confusion.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• follows rules for discussion including listening to others and taking turns speaking.</li> <li>• responds to comments of others.</li> <li>• asks questions to clear up confusion .</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• following rules for discussion including listening to others and taking turns speaking.</li> <li>• responding to comments of others.</li> <li>• asking questions to clear up confusion.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and listening skills.</li> </ul>
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• describing people, places, things, and events with relevant details.</li> <li>• producing complete sentences and speaking clearly.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• describes people, places, things, and events with relevant details.</li> <li>• produces complete sentences and speaks clearly.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• describing people, places, things, and events with relevant details.</li> <li>• producing complete sentences and speaking clearly.</li> </ul>	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>• listening to information being presented.</li> <li>• asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>• listens to information being presented.</li> <li>• asks and answers questions in order to get information or clarify something that is not understood.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>• listening to information being presented.</li> <li>• asking and answering questions in order to get information or clarify something that is not understood.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and listening skills.</li> </ul>

**Mathematics**

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing by using objects, drawings and equations.</li> <li>• solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, or equations.</li> <li>• applying properties of operations as strategies to add and subtract.</li> <li>• understanding subtraction as an unknown-addend problem (i.e. subtracting 10-8 by finding the number that makes 10 when added to 8)</li> <li>• using a variety of strategies to add and subtract within 20 while demonstrating fluency for addition and subtraction within 10.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing by using objects, drawings and equations.</li> <li>• solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, or equations.</li> <li>• applies properties of operations as strategies to add and subtract.</li> <li>• understands subtraction as an unknown-addend problem (i.e. subtracting 10-8 by finding the number that makes 10 when added to 8)</li> <li>• uses a variety of strategies to add and subtract within 20 while demonstrating fluency for addition and subtraction within 10.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing by using objects, drawings and equations.</li> <li>• solving word problems that call for addition of three whole numbers whose sum is less than or equal to 20 by using objects, drawings, or equations.</li> <li>• applying properties of operations as strategies to add and subtract.</li> <li>• understanding subtraction as an unknown-addend problem (i.e. subtracting 10-8 by finding the number that makes 10 when added to 8)</li> <li>• using a variety of strategies to add and subtract within 20 while demonstrating fluency for addition and subtraction within 10.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• writing an addition number story that matches a picture.</li> <li>• writing a number model to represent a number story.</li> <li>• solving addition number stories.</li> <li>• knowing doubles and combinations-of-10 facts.</li> <li>• knowing +/- 0 and +/- 1 facts.</li> <li>• determining whether a group of up to 20 objects has an even or odd number of members.</li> <li>• adding and subtracting within 20 to solve one-step word problems involving addition.</li> </ul>
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• thinking of 10 as a bundle of ten ones - called a “ten”.</li> <li>• composing the numbers from 11 to 19 as a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• referring to the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as one ten, two tens, three tens, etc. with 0 ones.</li> <li>• comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> <li>• understanding that in adding two-digit numbers, one adds tens and tens, ones and ones, sometimes composing a ten.</li> <li>• finding 10 more or 10 less than a number mentally without having to count and explaining the reasoning used.</li> <li>• subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• thinks of 10 as a bundle of ten ones - called a “ten”.</li> <li>• composes the numbers from 11 to 19 as a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• refers to the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as one ten, two tens, three tens, etc. with 0 ones.</li> <li>• compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> <li>• understands that in adding two-digit numbers, one adds tens and tens, ones and ones, sometimes composing a ten.</li> <li>• finds 10 more or 10 less than a number mentally without having to count and explaining the reasoning used.</li> <li>• subtracts multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• thinking of 10 as a bundle of ten ones - called a “ten”.</li> <li>• composing the numbers from 11 to 19 as a ten and one, two, three, four, five, six, seven, eight, or nine ones.</li> <li>• referring to the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 as one ten, two tens, three tens, etc. with 0 ones.</li> <li>• comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>.</li> <li>• understanding that in adding two-digit numbers, one adds tens and tens, ones and ones, sometimes composing a ten.</li> <li>• finding 10 more or 10 less than a number mentally without having to count and explaining the reasoning used.</li> <li>• subtracting multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• understanding that the 2-digits of a 2-digit number represent the amounts of tens and ones.</li> <li>• demonstrating an understanding of exchanging 10 and 1s using manipulatives.</li> <li>• counting by 1s within 500.</li> <li>• skip counting by 5s and 10s past 200.</li> <li>• counting by 100 to 900..</li> <li>• reading and writing numbers to 20 using number names.</li> <li>• adding and subtracting within 100 using a number grid, a number line, or counters.</li> <li>• writing fact families and solving addition and subtraction facts within 100.</li> <li>• mentally adding and subtracting 100 to a given number that is a multiple of 100 to 900.</li> </ul>

3. Measurement, Data, and Geometry				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>comparing the lengths of two objects indirectly by using a third object</li> <li>expressing the length of an object using nonstandard units.</li> <li>telling and writing time to the nearest half-hour.</li> <li>organizing, representing, and interpreting data with up to three categories</li> <li>asking and answering questions about data distinguishing between defining attributes (i.e., number of sides) vs. non-defining attributes (i.e., color) of two-dimensional shapes</li> <li>composing new 2- and 3-dimensional shapes from existing 2- and 3-dimensional shapes</li> <li>partitioning circles and rectangles into two and four equal shares and using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>compares the lengths of two objects indirectly by using a third object</li> <li>expresses the length of an object using nonstandard units.</li> <li>tells and writes time to the nearest half-hour.</li> <li>organizes, represents, and interprets data with up to three categories</li> <li>asks and answers questions about data distinguishing between defining attributes (i.e., number of sides) vs. non-defining attributes (i.e., color) of two-dimensional shapes</li> <li>composes new 2- and 3-dimensional shapes from existing 2- and 3-dimensional shapes</li> <li>partitioning circles and rectangles into two and four equal shares and using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>comparing the lengths of two objects indirectly by using a third object</li> <li>expressing the length of an object using nonstandard units.</li> <li>telling and writing time to the nearest half-hour.</li> <li>organizing, representing, and interpreting data with up to three categories</li> <li>asking and answering questions about data distinguishing between defining attributes (i.e., number of sides) vs. non-defining attributes (i.e., color) of two-dimensional shapes</li> <li>composing new 2- and 3-dimensional shapes from existing 2- and 3-dimensional shapes</li> <li>partitioning circles and rectangles into two and four equal shares and using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>representing numbers from 1 through 20 as lengths from 0 on a number line.</li> <li>representing whole-number sums and differences within 20 on a number line.</li> <li>telling and writing time to the nearest quarter-hour</li> <li>recognizing 3- and 4-sided shapes.</li> <li>solving word problems involving dimes and pennies.</li> </ul>
4. Mathematical Practices				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes sense of problems and perseveres in solving them.</li> <li>reasons abstractly and quantitatively.</li> <li>constructs viable arguments and critiques the reasoning of others.</li> <li>models with mathematics.</li> <li>uses appropriate tools strategically.</li> <li>attends to precision.</li> <li>looks for and makes use of structure</li> <li>looks for and expresses regularity in repeated reasoning</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making sense of problems and persevering in solving them.</li> <li>reasoning abstractly and quantitatively.</li> <li>constructing viable arguments and critiquing the reasoning of others.</li> <li>modeling with mathematics.</li> <li>using appropriate tools strategically.</li> <li>attending to precision.</li> <li>looking for and making use of structure.</li> <li>looking for and expressing regularity in repeated reasoning</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying multiple entry points to solutions and planning a solution pathway</li> <li>regularly considering units, attending to the meaning of quantities, and flexibly using different operations.</li> <li>generalizing and making formal arguments and critiquing the reasoning of others.</li> <li>comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools.</li> <li>detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.</li> <li>attending to precision by examining claims and calculating efficiently.</li> <li>looking for and making use of structure in multiple ways and by shifting perspectives.</li> <li>looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.</li> </ul>

**Science**

<b>Air &amp; Weather</b>				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>• Objects in the sky change position in predictable ways (sun, moon, and clouds).</li> <li>• Air is all around us, takes up space, and is capable of moving objects as it moves from place to place.</li> <li>• Wind direction and speed that can be observed as the moving air interacts with objects.</li> <li>• Weather conditions are a description of the air outside.</li> <li>• Clouds are made of water drops that fall to Earth as rain.</li> <li>• Weather patterns, moon phases, and daylight can be observed, compared, and predicted over time.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	<p>Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning.</p> <ul style="list-style-type: none"> <li>• Asks questions to find more information about the natural world.</li> <li>• Develops a simple model to represent an object.</li> <li>• Plans and conducts an investigation to collect data (evidence) to answer a question.</li> <li>• Makes observations and/or measurements that can be used to make comparisons.</li> <li>• Describes patterns and/or relationships in the natural world based on observations.</li> <li>• Analyzes data from testing an object to determine if it works as intended.</li> <li>• Constructs evidence-based explanations of the natural world based on observations.</li> <li>• Designs and/or builds a solution to solve a specific problem.</li> </ul>	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

**Social Studies**

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>• describing important American holidays.</li> <li>• recognizing how symbols, monuments, holidays and stories reflect what American communities value, including equality and freedom.</li> <li>• describing economic concepts such as scarcity using real-world examples.</li> </ul>	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	<p>Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:</p> <ul style="list-style-type: none"> <li>• explaining the significance of important American holidays.</li> <li>• making economic decisions that begin to consider the difference between needs and wants, the choices people make when resources are scarce, and the reasons why people would choose to save money.</li> </ul>	Student expands on and exceeds expectations by consistently and independently 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				
	1	2	3	4
All Trimesters	<b>Elements and Principles of Art</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>creating two-and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>creating two and three-dimensional works of art while exploring color, line, shape, form and texture.</li> </ul>
	<b>Art History / Art Appreciation</b>			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>uses basic art vocabulary.</li> <li>identifies basic characteristics of artists' styles.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>using basic art vocabulary.</li> <li>identifying basic characteristics of artists' styles.</li> </ul>
<b>Creative Process</b>				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>showing control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gains control of media being used.</li> <li>demonstrates safe and appropriate use of art materials and tools.</li> <li>creates works of art based on observation of culturally diverse works of art and the world around them.</li> <li>develops ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork.</li> <li>gaining control of the media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> <li>applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork.</li> <li>exhibiting control of media being used.</li> <li>demonstrating safe and appropriate use of art materials and tools.</li> <li>creating works of art based on observation of culturally diverse works of art and the world around them.</li> <li>developing original ideas in artwork through problem solving, independent thinking and imagination.</li> </ul>	

**Music**

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>identifying and performing learned rhythmic patterns from written music.</li> <li>analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>identifies and performs learned rhythmic patterns from written music.</li> <li>analyzes, describes, and critiques music and performances using correct, grade-level appropriate terminology.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>identifying and performing learned rhythmic patterns from written music.</li> <li>analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology.</li> </ul>	Student expands on and exceeds expectations by consistently: <ul style="list-style-type: none"> <li>identifying and performing learned rhythmic patterns from written music.</li> <li>analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology.</li> </ul>

**Physical Education**

1. Demonstrates understanding of skills and concepts				
<b>Movement Education &amp; Rhythm</b>				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"><li>explaining and performing movement skills with developmentally appropriate control.</li><li>responding in movement to changes in tempo, beat, rhythm, or musical style.</li></ul>	With prompting and support, student: <ul style="list-style-type: none"><li>explains and performs movement skills with developmentally appropriate control.</li><li>responds in movement to changes in tempo, beat, rhythm, or musical style.</li></ul>	Student consistently meets expectations by: <ul style="list-style-type: none"><li>explaining and performing movement skills with developmentally appropriate control.</li><li>responding in movement to changes in tempo, beat, rhythm, or musical style.</li></ul>	Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.