

**Grade 4 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 34 or below	Reads at a level 38	Reads at a level 40	Reads at a level 50 or above
2. 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>• previewing text to figure out characters, setting, and main storyline.</li> <li>• using what they know about fiction to look for things that will probably be important.</li> <li>• making mental movies, drawing on earlier parts of the text (character traits, motivations, the setting, and the events) to add details and predict.</li> <li>• pausing to synthesize and briefly summarizing the earlier parts of the story that relate to what the part they are currently reading.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• previews text to figure out characters, setting, and main storyline.</li> <li>• uses what they know about fiction to look for things that will probably be important.</li> <li>• makes mental movies, drawing on earlier parts of the text (character traits, motivations, the setting, and the events) to add details and predict.</li> <li>• pauses to synthesize and briefly summarize the earlier parts of the story that relate to what the part they are currently reading.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• previewing text to figure out characters, setting, and main storyline.</li> <li>• using what they know about fiction to look for things that will probably be important.</li> <li>• making mental movies, drawing on earlier parts of the text (character traits, motivations, the setting, and the events) to add details and predict.</li> <li>• pausing to synthesize and briefly summarizing the earlier parts of the story that relate to what the part they are currently reading.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• previewing text to begin figuring out not only setting and characters, but also possible themes.</li> <li>• using what they know about genre to look for things that will probably be important.</li> <li>• making mental movies, drawing on not only characters, setting, and events, but also on clues about mood and the feel of the actions to add details and make predictions about not only the main character but also about secondary characters across multiple plotlines.</li> <li>• making decisions about how to summarize a story (highlighting theme, tracing significant changes in a character, etc.) and focusing on the parts of the story that are most important to the type of summary being given.</li> </ul>
3. Interpretive Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• noticing how a character changes across a story and thinking about the possible causes for these changes, including other story element.</li> <li>• identifying ways in which characters are complicated.</li> <li>• identifying deeper motivations and meanings behind characters' actions.</li> <li>• identifying possible themes of stories.</li> <li>• supporting ideas with details from several parts of the text.</li> <li>• discussing how the details actually do support their ideas.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• notices how a character changes across a story and thinking about the possible causes for these changes, including other story elements.</li> <li>• identifies ways in which characters are complicated.</li> <li>• identifies deeper motivations and meanings behind characters' actions.</li> <li>• identifies possible themes of stories.</li> <li>• supports ideas with details from several parts of the text.</li> <li>• discusses how the details actually do support their ideas.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• noticing how a character changes across a story and thinking about the possible causes for these changes, including other story elements.</li> <li>• identifying ways in which characters are complicated.</li> <li>• identifying deeper motivations and meanings behind characters' actions.</li> <li>• identifying possible themes of stories.</li> <li>• supporting ideas with details from several parts of the text.</li> <li>• discussing how the details actually do support their ideas.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• noticing small, subtle changes in characters in addition to more obvious ones and knowing that the causes of these changes may also be subtle or complicated.</li> <li>• identifying places in stories where characters are not what they seem at first (seeing hidden sides to characters).</li> <li>• understanding that characters' motivations can be complicated and often a character is pulled in conflicting ways.</li> <li>• identifying themes of stories that are especially significant, noting which are best supported.</li> <li>• supporting ideas with specific details and quotes from several parts of the story, selecting them because they are strong and match their points.</li> <li>• discussing how the details and citations support their ideas.</li> </ul>

4. Analytic Reading				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying how one part or aspect of a story connects to another part or to the whole story.</li> <li>noticing when the author has done something that stands out (elaborated on a part, used an image or line repeatedly, used figurative language, etc.) and considering why the author did that.</li> <li>developing ideas about texts that relate to the world, other people, a topic they've read about, or the story itself.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies how one part or aspect of a story connects to another part or to the whole story.</li> <li>notices when the author has done something that stands out (elaborated on a part, used an image or line repeatedly, used figurative language, etc.) and considers why the author did that.</li> <li>develops ideas about texts that relate to the world, other people, a topic they've read about, or the story itself.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying how one part or aspect of a story connects to another part or to the whole story.</li> <li>noticing when the author has done something that stands out (elaborated on a part, used an image or line repeatedly, used figurative language, etc.) and considering why the author did that.</li> <li>developing ideas about texts that relate to the world, other people, a topic they've read about, or the story itself.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying how one part or aspect of a story connects to another part or to the whole story and discussing if this part supports a larger idea or theme in the text.</li> <li>using literary language to identify author techniques and goals (<i>The author uses flashback to increase tension</i> or <i>The author repeats a line to support the theme</i>) and discussing these techniques and goals at length.</li> <li>reading a story with the lens of their own interest and finding the parts of the book that develop their inquiry, often reading other texts that relate, synthesizing information from more than one place.</li> </ul>
5. Demonstrates Stamina				
	1	2	3	4
Trimester 1	<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 30 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 30 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 30 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 more than 30 minutes.</li> </ul>

**Language Arts Literacy: Writing**

<b>Narrative Writing</b>				
<b>1. Generates and expresses ideas</b>				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• writing the important part of an event bit by bit and taking out unimportant parts.</li> <li>• writing a beginning which shows what was happening and where, getting readers into the world of the story.</li> <li>• writing an ending that connects to the beginning or middle of the story.</li> <li>• using action, dialogue, or feeling to bring the story to a close.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• writes the important part of an event bit by bit and takes out unimportant parts.</li> <li>• writes a beginning which shows what was happening and where, getting readers into the world of the story.</li> <li>• writes an ending that connects to the beginning or middle of the story.</li> <li>• uses action, dialogue, or feeling to bring the story to a close.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• writing the important part of an event bit by bit and taking out unimportant parts.</li> <li>• writing a beginning which shows what was happening and where, getting readers into the world of the story.</li> <li>• writing an ending that connects to the beginning or middle of the story.</li> <li>• using action, dialogue, or feeling to bring the story to a close.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• showing how much time went by with words or phrases that mark time.</li> <li>• using paragraphs to separate the different parts or times of the story or to show when a new character is speaking.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• shows how much time went by with words or phrases that mark time.</li> <li>• uses paragraphs to separate the different parts or times of the story or to show when a new character is speaking.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• showing how much time went by with words or phrases that mark time.</li> <li>• using paragraphs to separate the different parts or times of the story or to show when a new character is speaking.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• adding more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.</li> <li>• showing why characters did what they did by including their thinking.</li> <li>• making some parts of the story go quickly, some slowly.</li> <li>• including precise and sometimes sensory details and used figurative language to bring the story to life.</li> <li>• using a storytelling voice and conveying the emotion or tone of the story through description, phrases, dialogue, and thoughts.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• adds more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.</li> <li>• shows why characters did what they did by including their thinking.</li> <li>• makes some parts of the story go quickly, some slowly.</li> <li>• includes precise and sometimes sensory details and used figurative language to bring the story to life.</li> <li>• uses a storytelling voice and conveys the emotion or tone of the story through description, phrases, dialogue, and thoughts.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• adding more to the heart of the story, including not only actions and dialogue but also thoughts and feelings.</li> <li>• showing why characters did what they did by including their thinking.</li> <li>• making some parts of the story go quickly, some slowly.</li> <li>• including precise and sometimes sensory details and used figurative language to bring the story to life.</li> <li>• using a storytelling voice and conveying the emotion or tone of the story through description, phrases, dialogue, and thoughts.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• using word families and spelling rules to help spell and edit.</li> <li>• using dictionaries and class word walls.</li> <li>• using commas when writing long complex sentences to make them clear and correct.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• uses word families and spelling rules to help spell and edit.</li> <li>• uses dictionaries and class word walls.</li> <li>• uses commas when writing long complex sentences to make them clear and correct.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• using word families and spelling rules to help spell and edit.</li> <li>• using dictionaries and class word walls.</li> <li>• using commas when writing long complex sentences to make them clear and correct.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• following rules for discussion and carrying out assigned roles.</li> <li>• drawing on prior knowledge to participate in discussion.</li> <li>• asking and responding to questions to clarify understanding.</li> <li>• reviewing key ideas expressed and explaining own ideas to further the discussion.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• follows rules for discussion and carries out assigned roles.</li> <li>• draws on prior knowledge to participate in discussion.</li> <li>• asks and responds to questions to clarify understanding.</li> <li>• reviews key ideas expressed and explains own ideas to further the discussion.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• following rules for discussion and carrying out assigned roles.</li> <li>• drawing on prior knowledge to participate in discussion.</li> <li>• asking and responding to questions to clarify understanding.</li> <li>• reviewing key ideas expressed and explaining own ideas to further the discussion.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>• producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>• produces complete sentences and speaks clearly at an understandable pace.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>• producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• listening to information being presented and paraphrasing.</li> <li>• identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• listens to information being presented and is able to paraphrase.</li> <li>• identifies the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• listening to information being presented and paraphrasing.</li> <li>• identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• demonstrating advanced speaking and</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>Recognizing comparison statements as multiplicative (i.e. <i>4 times as many as...</i> )</li> <li>Identifying a number story as additive or multiplicative.</li> <li>Solving addition and subtraction multi-step number stories.</li> <li>Making reasonable estimates to addition and subtraction multi-step number stories.</li> <li>Identifying more than one factor pair for composite numbers less than 40.</li> <li>Writing multiples of a one-digit number.</li> <li>Identifying prime and composite numbers less than 40.</li> <li>Solving “What’s My Rule?” problems involving addition, subtraction, multiplication, and division.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>recognizes comparison statements as multiplicative (i.e. <i>4 times as many as...</i> )</li> <li>identifies a number story as additive or multiplicative.</li> <li>solves addition and subtraction multi-step number stories.</li> <li>makes reasonable estimates to addition and subtraction multi-step number stories.</li> <li>identifies more than one factor pair for composite numbers less than 40.</li> <li>writes multiples of a one-digit number.</li> <li>identifies prime and composite numbers less than 40.</li> <li>solves “What’s My Rule?” problems involving addition, subtraction, multiplication, and division.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Recognizing comparison statements as multiplicative (i.e. <i>4 times as many as...</i> )</li> <li>Identifying a number story as additive or multiplicative.</li> <li>Solving addition and subtraction multi-step number stories.</li> <li>Making reasonable estimates to addition and subtraction multi-step number stories.</li> <li>Identifying more than one factor pair for composite numbers less than 40.</li> <li>Writing multiples of a one-digit number.</li> <li>Identifying prime and composite numbers less than 40.</li> <li>Solving “What’s My Rule?” problems involving addition, subtraction, multiplication, and division.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Writing and solving multiplicative comparisons as multiplication equations.</li> <li>Solving multi-step addition, subtraction, and multiplication number stories.</li> <li>Modeling addition, subtraction, and multiplication equations.</li> <li>Making reasonable estimates to addition, subtraction, and multiplication multi-step number stories.</li> <li>Finding all factor pairs for a whole number in the range 1-100.</li> <li>Determining whether a given whole number in the range 1-100 is a multiple of a given one-digit number.</li> <li>Determining whether a given whole number in the range 1-100 is prime or composite.</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>Reading and identifying places in numbers through the hundred thousands.</li> <li>Reading number names through the hundred thousands.</li> <li>Reading numbers in expanded form through hundred thousands.</li> <li>Writing numbers in expanded form through thousands.</li> <li>Comparing and ordering multi-digit whole numbers through hundred thousands.</li> <li>Rounding numbers through the hundred thousands to the thousands place or larger.</li> <li>Adding and subtracting 4-digit by 4-digit problems using the standard algorithm.</li> <li>Using extended facts to multiply a whole number by a multiple of 10.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>reads and identifies places in numbers through the hundred thousands.</li> <li>reads number names through the hundred thousands.</li> <li>reads numbers in expanded form through hundreds of thousands.</li> <li>writes numbers in expanded form through thousands.</li> <li>compares and orders multi-digit whole numbers through hundred thousands.</li> <li>rounds numbers through the hundred thousands to the thousands place or larger.</li> <li>adds and subtracts 4-digit by 4-digit problems using the standard algorithm.</li> <li>uses extended facts to multiply a whole number by a multiple of 10.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Reading and identifying places in numbers through the hundred thousands.</li> <li>Reading number names through the hundred thousands.</li> <li>Reading numbers in expanded form through hundred thousands.</li> <li>Writing numbers in expanded form through thousands.</li> <li>Comparing and ordering multi-digit whole numbers through hundred thousands.</li> <li>Rounding numbers through the hundred thousands to the thousands place or larger.</li> <li>Adding and subtracting 4-digit by 4-digit problems using the standard algorithm.</li> <li>Using extended facts to multiply a whole number by a multiple of 10.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Recognizing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.</li> <li>Reading and writing multi-digit whole numbers using base-ten numerals, number names and expanded form.</li> <li>Comparing two multi-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</li> <li>Rounding multi-digit whole numbers to any place.</li> <li>Adding and subtracting multi-digit whole numbers using the standard algorithm.</li> <li>Multiplying and dividing 2-digit by 1-digit whole numbers.</li> </ul>
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Explaining why any two fractions through 12ths are equivalent using a model.</li> <li>Comparing and ordering fractions with like and unlike denominators using a model.</li> <li>Identifying that the number and size of the parts differ in equivalent fractions through 12ths.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains why any two fractions through 12ths are equivalent using a model.</li> <li>compares and orders fractions with like and unlike denominators using a model.</li> <li>identifies that the number and size of the parts differ in equivalent fractions through 12ths.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Explaining why any two fractions through 12ths are equivalent using a model.</li> <li>Comparing and ordering fractions with like and unlike denominators using a model.</li> <li>Identifying that the number and size of the parts differ in equivalent fractions through 12ths.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Joining and separating parts referring to the same whole.</li> <li>Decomposing fractions and representing decompositions with an equation.</li> <li>Understanding that fractions with a denominator 10 can also be expressed as a fraction with a denominator 100.</li> <li>Representing decimals to hundredths, in visual and written forms.</li> </ul>

				<ul style="list-style-type: none"> <li>Recognizing that decimal comparisons require same-size wholes using a concrete model.</li> <li>Comparing and ordering decimals using a model.</li> </ul>
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4. 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>Converting time and customary units of length.</li> <li>Solving number stories involving time and customary units of length.</li> <li>Finding perimeter and area.</li> <li>Identifying properties of line segments and angles in quadrilaterals and right angles within triangles.</li> <li>Identifying at least one line of symmetry in two-dimensional symmetric figures.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>converts time and customary units of length.</li> <li>solves number stories involving time and customary units of length.</li> <li>finds perimeter and area.</li> <li>identifies properties of line segments and angles in quadrilaterals and right angles within triangles.</li> <li>identifies at least one line of symmetry in two-dimensional symmetric figures.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Converting time and customary units of length.</li> <li>Solving number stories involving time and customary units of length.</li> <li>Finding perimeter and area.</li> <li>Identifying properties of line segments and angles in quadrilaterals and right angles within triangles.</li> <li>Identifying at least one line of symmetry in two-dimensional symmetric figures.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Converting customary units of length, time, capacity and mass.</li> <li>Solving number stories involving customary units of length, time, money, and metric units of length, capacity, and mass.</li> <li>Solving number stories involving metric units of length, involving simple fractions or decimals.</li> <li>Using the area and perimeter formulas for rectangles in real world and mathematical problems.</li> <li>Identifying lines, line segments, and rays, alone or within figures.</li> <li>Drawing and representing right angles and identifying other angles as acute or obtuse.</li> <li>Drawing, representing, and identifying perpendicular and parallel lines.</li> <li>Classifying two-dimensional figures based on any of the following: parallel or perpendicular lines, and/or angles of a specified size.</li> <li>Identifying right triangles.</li> </ul>

5. 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

Soil, Rocks & Landforms

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>• Soils are composed of different kinds and amounts of earth materials and humus.</li> <li>• Physical weathering breaks rocks into smaller pieces; chemical weathering changes rocks and minerals into something new.</li> <li>• Erosion moves weathered rock material via moving water and/or wind into new locations; rate and volume of erosion is related to the energy of moving water or wind.</li> <li>• Deposition builds new land as the speed of moving water or wind declines and the sediments settle.</li> <li>• Surface of Earth is constantly changing, some changes occur over a long period of time while others change quickly as a result of catastrophic events; scientists and engineers work to reduce the impact of these events on humans.</li> <li>• Renewable and nonrenewable natural resources are natural materials taken from the environment and used by humans; scientists and engineers work together to improve how people use natural resources.</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 that can be investigated and predicts reasonable outcomes</li> <li>• Defines a problem that can be solved with included criteria and constraints</li> <li>• Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>• Develops and/or uses models to describe and make predictions of the natural world</li> <li>• Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation</li> <li>• Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>• Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>• Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>• Constructs an argument with evidence, data, and/or a model</li> <li>• Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: <ul style="list-style-type: none"> <li>Analyze primary and secondary sources to draw conclusions about significant events from the American Revolution, specifically focusing on the role of New Jersey.</li> <li>Investigate the ways that principles from the Constitution and the Bill of Rights impact the daily lives of themselves and their fellow citizens.</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.	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>Engage in discussion with others by sharing ideas and opinions supported by evidence, considering multiple perspectives, and recognizing when one's own ideas or opinions might evolve based on new information and insights.</li> <li>Analyze the values of freedom, equality, diversity and human rights and the ways that those values are reflected in the US Constitution and Bill of Rights.</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	
	<b>Elements and Principles of Art</b>				
All Trimesters	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>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 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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>playing music from written music on xylophones with correct playing techniques.</li> <li>singing melodies, alone and with others, using all eight pitches of the scale.</li> <li>differentiating between major sounding and minor sounding melodies.</li> <li>showing an understanding of proper vocal production/vocal placement and breathing techniques.</li> <li>performing simple songs in two-part harmony.</li> <li>singing music from around the world, of a variety of styles, alone and with others.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>plays music from written music on xylophones with correct playing techniques.</li> <li>sings melodies, alone and with others, using all eight pitches of the scale.</li> <li>differentiates between major sounding and minor sounding melodies.</li> <li>shows an understanding of proper vocal production/vocal placement and breathing techniques.</li> <li>performs simple songs in two-part harmony.</li> <li>sings music from around the world, of a variety of styles, alone and with others.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>playing music from written music on xylophones with correct playing techniques.</li> <li>singing melodies, alone and with others, using all eight pitches of the scale.</li> <li>differentiating between major sounding and minor sounding melodies.</li> <li>showing an understanding of proper vocal production/vocal placement and breathing techniques.</li> <li>performing simple songs in two-part harmony.</li> <li>singing music from around the world, of a variety of styles, alone and with others.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> <li>playing music from written music on xylophones with correct playing techniques.</li> <li>singing melodies, alone and with others, using all eight pitches of the scale.</li> <li>differentiating between major sounding and minor sounding melodies.</li> <li>showing an understanding of proper vocal production/vocal placement and breathing techniques.</li> <li>performing simple songs in two-part harmony.</li> <li>singing music from around the world, of a variety of styles, alone and with others.</li> </ul>

## Spanish

1. Demonstrates understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for the first trimester is entitled, "El Mundo" ("The World") Students will demonstrate the proficiency skills indicated within the context of continents, oceans, Spanish speaking countries.				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.</p>

## Physical Education

1. Demonstrates understanding of skills and concepts				
<b>Locomotor &amp; Nonlocomotor Skills</b>				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs essential elements of movement skills.</li> <li>uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space.</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

	<ul style="list-style-type: none"> <li>explaining concepts of force and motion and demonstrating control while modifying force, time, and space.</li> </ul>	<ul style="list-style-type: none"> <li>explains concepts of force and motion and demonstrates control while modifying force, time, and space.</li> </ul>	<ul style="list-style-type: none"> <li>explaining concepts of force and motion and demonstrating control while modifying force, time, and space.</li> </ul>	
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**Trimester 2**

**Language Arts Literacy: Reading**

1. Reads at grade level.				
	1	2	3	4
Trimester 2	Reads at a level 34 or below	Reads at a level 38	Reads at a level 40	Reads at a level 50 or above

2. 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>previewing texts to determine text structures and create predictions based off of how the text will go and to help organize note-taking.</li> <li>reading expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>utilizing mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>identifying how one part of the text fits in with the overall topic to understand the main ideas.</li> <li>reading in a voice that highlights the big points that are important and shifts from an explaining voice to a storytelling voice as the text requires.</li> <li>identifying technical vocabulary and taking guesses at the meanings of those associated with the concepts presented.</li> <li>utilizing the text structure as a way to help determine the importance of details when summarizing and note-taking.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>previewing texts to determine text structures and create predictions based off of how the text will go and to help organize note-taking.</li> <li>reads expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>utilizes mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>identifies how one part of the text fits in with the overall topic to understand the main ideas.</li> <li>reads in a voice that highlights the big points that are important and shifts from an explaining voice to a storytelling voice as the text requires.</li> <li>identifies technical vocabulary and takes guesses at the meanings of those associated with the concepts presented.</li> <li>utilizes the text structure as a way to help determine the importance of details when summarizing and note-taking.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>previewing texts to determine text structures and create predictions based off of how the text will go and to help organize note-taking.</li> <li>reading expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>utilizing mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>identifying how one part of the text fits in with the overall topic to understand the main ideas.</li> <li>reading in a voice that highlights the big points that are important and shifts from an explaining voice to a storytelling voice as the text requires.</li> <li>identifying technical vocabulary and taking guesses at the meanings of those associated with the concepts presented.</li> <li>utilizing the text structure as a way to help determine the importance of details when summarizing and note-taking.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>previewing texts and anticipating learning about several subtopics and main ideas, readying themselves to synthesize information on several bigger categories, possibly incorporating information from several texts.</li> <li>reading expository and narrative texts differently, combining a variety of mental models to capture and organize information, revising as necessary.</li> <li>identifying how different parts of texts fit together, thinking about what is most important to the topic as a whole and incorporating parts that fit into that.</li> <li>utilizing their voice to add meaning to the text.</li> <li>identifying technical vocabulary and taking guesses at the meanings of those associated with the concepts presented.</li> <li>identifying several important main ideas in a text and how those ideas thread through the whole text.</li> </ul>

3. Interpretive Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>discussing the relationship between things in scientific or technical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collecting and merging information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>discusses the relationship between things in scientific or technical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collects and merges information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> <li>discusses similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>discussing the relationship between things in scientific or technical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collecting and merging information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> <li>discussing similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying and discussing their own ideas about relationships between events, ideas, and key concepts, even when the author hasn't laid out these relationships, using academic and domain specific vocabulary.</li> <li>collecting and merging information and ideas from two or more texts or parts of a long text on a topic, understanding that sometimes one text contradicts another and considering whether the differences come from the author's point of view.</li> </ul>

	<ul style="list-style-type: none"> <li>discussing similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>			<ul style="list-style-type: none"> <li>discussing similarities and differences in the information from multiple texts, including the content, perspectives and/or craft and structure.</li> </ul>
4. Analytic Reading				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>noting some of the craft techniques that have been used by an author and elaborating on why they may have chosen that specific one.</li> <li>identifying differences between firsthand and secondhand sources of information.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>notes some of the craft techniques that have been used by an author and elaborating on why they may have chosen that specific one.</li> <li>identifies differences between firsthand and secondhand sources of information.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>noting some of the craft techniques that have been used by an author and elaborating on why they may have chosen that specific one.</li> <li>identifying differences between firsthand and secondhand sources of information.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying why an author included one part of a text, focusing on how the part advances the author's main ideas/claims.</li> <li>noting some of the craft techniques that have been used by an author and elaborating at length on why they may have chosen those specific ones.</li> <li>identifying ways in which the content of two texts on the same topic will be different because of different points of view.</li> </ul>
5. Demonstrates Stamina				
	1	2	3	4
Trimester 2	<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 35 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 35 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 35 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 more than 35 minutes.</li> </ul>

**Language Arts Literacy: Writing**

**Opinion Writing**

1. Generates and expresses ideas				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>making a claim about a topic or text and trying to support their reasons.</li> <li>writing a few sentences to hook the reader, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact or giving background information, and stating their claim.</li> <li>writing an ending for their piece where the claim is restated and reflected upon, perhaps suggesting an action or response to what they have written.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>makes a claim about a topic or text and trying to support their reasons.</li> <li>writes a few sentences to hook the reader, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact or giving background information, and states their claim.</li> <li>writes an ending for their piece where the claim is restated and reflected upon, perhaps suggesting an action or response to what they have written.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>making a claim about a topic or text and trying to support their reasons.</li> <li>writing a few sentences to hook the reader, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact or giving background information, and stating their claim.</li> <li>writing an ending for their piece where the claim is restated and reflected upon, perhaps suggesting an action or response to what they have written.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using words and phrases to glue parts of the piece together.</li> <li>using phrases to show the shift from saying reasons to giving evidence and to show when they are making a new point.</li> <li>separating sections of information using paragraphs.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses words and phrases to glue parts of the piece together.</li> <li>uses to show the shift from saying reasons to giving evidence and to show when they are making a new point.</li> <li>separates sections of information using paragraphs.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using words and phrases to glue parts of the piece together.</li> <li>using phrases to show the shift from saying reasons to giving evidence and to show when they are making a new point.</li> <li>separating sections of information using paragraphs.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>giving reasons to support their opinion.</li> <li>choosing the reasons to convince the reader.</li> <li>including examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life.</li> <li>making deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion.</li> <li>choosing precise details and facts to help make their points and using figurative language to draw readers into their line of thought, when appropriate.</li> <li>making choices about which evidence is best to include or not include to support their points.</li> <li>using a convincing tone.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>gives reasons to support their opinion.</li> <li>chooses the reasons to convince the reader.</li> <li>includes examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life.</li> <li>makes deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion.</li> <li>chooses precise details and facts to help make their points and uses figurative language to draw readers into their line of thought, when appropriate.</li> <li>makes choices about which evidence is best to include or not include to support their points.</li> <li>uses a convincing tone.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>giving reasons to support their opinion.</li> <li>choosing the reasons to convince the reader.</li> <li>including examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life.</li> <li>making deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion.</li> <li>choosing precise details and facts to help make their points and using figurative language to draw readers into their line of thought, when appropriate.</li> <li>making choices about which evidence is best to include or not include to support their points.</li> <li>using a convincing tone.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>
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4. Uses conventions and spelling patterns appropriately

	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using what they know about word families and spelling rules to help spell and edit.</li> <li>using word wall and dictionaries to help when needed.</li> <li>using commas when writing long complex sentences to make them clear and correct.</li> <li>using periods to fix run on sentences.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses what they know about word families and spelling rules to help spell and edit.</li> <li>uses word wall and dictionaries to help when needed.</li> <li>uses commas when writing long complex sentences to make them clear and correct.</li> <li>uses periods to fix run on sentences.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using what they know about word families and spelling rules to help spell and edit.</li> <li>using word wall and dictionaries to help when needed.</li> <li>using commas when writing long complex sentences to make them clear and correct.</li> <li>using periods to fix run on sentences.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on prior knowledge to participate in discussion.</li> <li>asking and responding to questions to clarify understanding.</li> <li>reviewing key ideas expressed and explaining own ideas to further the discussion.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>follows rules for discussion and carries out assigned roles.</li> <li>draws on prior knowledge to participate in discussion.</li> <li>asks and responds to questions to clarify understanding.</li> <li>reviews key ideas expressed and explains own ideas to further the discussion.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on prior knowledge to participate in discussion.</li> <li>asking and responding to questions to clarify understanding.</li> <li>reviewing key ideas expressed and explaining own ideas to further the discussion.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p>	<p>With prompting and support, student:</p>	<p>Student consistently meets expectations by:</p>	<p>Student expands on and exceeds expectations by:</p>

	<ul style="list-style-type: none"> <li>telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>produces complete sentences and speaks clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening skills.</li> </ul>
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>listening to information being presented and paraphrasing.</li> <li>identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>listens to information being presented and is able to paraphrase.</li> <li>identifies the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>listening to information being presented and paraphrasing.</li> <li>identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced speaking and listening.</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>Writing and solving multiplicative comparisons as multiplication equations.</li> <li>Solving multi-step addition, subtraction, and multiplication number stories.</li> <li>Modeling addition, subtraction, and multiplication equations.</li> <li>Making reasonable estimates to addition, subtraction, and multiplication multi-step number stories.</li> <li>Finding all factor pairs for a whole number in the range 1-100.</li> <li>Recognizing that a whole number is a multiple of each of its factors.</li> <li>Determining whether a given whole number in the range 1-100 is a multiple of a given one-digit number.</li> <li>Determining whether a given whole number in the range 1-100 is prime or composite.</li> <li>Identifying the missing rule and missing values in a simple number or shape pattern.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>writes and solves multiplicative comparisons as multiplication equations.</li> <li>solves multi-step addition, subtraction, and multiplication number stories.</li> <li>models addition, subtraction, and multiplication equations.</li> <li>makes reasonable estimates to addition, subtraction, and multiplication multi-step number stories.</li> <li>finds all factor pairs for a whole number in the range 1-100.</li> <li>recognizes that a whole number is a multiple of each of its factors.</li> <li>determines whether a given whole number in the range 1-100 is a multiple of a given one-digit number.</li> <li>determines whether a given whole number in the range 1-100 is prime or composite.</li> <li>identifies the missing rule and missing values in a simple number or shape pattern.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Writing and solving multiplicative comparisons as multiplication equations.</li> <li>Solving multi-step addition, subtraction, and multiplication number stories.</li> <li>Modeling addition, subtraction, and multiplication equations.</li> <li>Making reasonable estimates to addition, subtraction, and multiplication multi-step number stories.</li> <li>Finding all factor pairs for a whole number in the range 1-100.</li> <li>Recognizing that a whole number is a multiple of each of its factors.</li> <li>Determining whether a given whole number in the range 1-100 is a multiple of a given one-digit number.</li> <li>Determining whether a given whole number in the range 1-100 is prime or composite.</li> <li>Identifying the missing rule and missing values in a simple number or shape pattern.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Interpreting a multiplication equation as a comparison (i.e. interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5).</li> <li>Representing verbal statements of multiplicative comparisons as multiplication equations.</li> <li>Multiplying or dividing to solve word problems involving multiplicative comparison.</li> <li>Solving number stories using all four operations, including problems in which remainders must be interpreted.</li> <li>Modeling number stories using equations with a letter standing for the unknown quantity.</li> <li>Making reasonable estimates for number stories involving all four operations.</li> <li>Generating a number or shape pattern that follows a given rule.</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>Recognizing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.</li> <li>Reading and writing multi-digit whole numbers using base-ten numerals, number names and expanded form.</li> <li>Comparing two multi-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</li> <li>Rounding multi-digit whole numbers to any place.</li> <li>Adding and subtracting multi-digit whole numbers using the standard algorithm.</li> <li>Multiplying and dividing 2-digit by 1-digit whole numbers.</li> <li>Using fact extensions to multiply by a multiple of 10.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>recognizes that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.</li> <li>reads and writes multi-digit whole numbers using base-ten numerals, number names and expanded form.</li> <li>compares two multi-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</li> <li>rounds multi-digit whole numbers to any place.</li> <li>adds and subtracts multi-digit whole numbers using the standard algorithm.</li> <li>multiplies and divides 2-digit by 1-digit whole numbers.</li> <li>uses fact extensions to multiply by a multiple of 10.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Recognizing that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to the right.</li> <li>Reading and writing multi-digit whole numbers using base-ten numerals, number names and expanded form.</li> <li>Comparing two multi-digit numbers using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols.</li> <li>Rounding multi-digit whole numbers to any place.</li> <li>Adding and subtracting multi-digit whole numbers using the standard algorithm.</li> <li>Multiplying and dividing 2-digit by 1-digit whole numbers.</li> <li>Using fact extensions to multiply by a multiple of 10.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Multiplying a whole number of up to four digits by a one-digit whole number, and multiplying two two-digit numbers.</li> <li>Finding whole number quotients and remainders with up to four-digit dividends and one-digit divisors.</li> </ul>
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3. Number and Operations - Fractions

	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>Joining and separating parts referring to the same whole.</li> <li>Decomposing fractions and representing decompositions with an equation.</li> <li>Understanding that fractions with a denominator 10 can also be expressed as a fraction with a denominator 100.</li> <li>Representing decimals to hundredths, in visual and written forms.</li> <li>Recognizing that decimal comparisons require same-size wholes using a concrete model.</li> <li>Comparing and ordering decimals using a model.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>joins and separates parts referring to the same whole.</li> <li>decomposes fractions and represents decompositions with an equation.</li> <li>understands that fractions with a denominator 10 can also be expressed as a fraction with a denominator 100.</li> <li>represents decimals to hundredths, in visual and written forms.</li> <li>recognizes that decimal comparisons require same-size wholes using a concrete model.</li> <li>compares and orders decimals using a model.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Joining and separating parts referring to the same whole.</li> <li>Decomposing fractions and representing decompositions with an equation.</li> <li>Understanding that fractions with a denominator 10 can also be expressed as a fraction with a denominator 100.</li> <li>Representing decimals to hundredths, in visual and written forms.</li> <li>Recognizing that decimal comparisons require same-size wholes using a concrete model.</li> <li>Comparing and ordering decimals using a model.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Generating equivalent fractions.</li> <li>Comparing two fractions with different numerators and different denominators.</li> <li>Recognizing that comparisons are only valid when the two fractions refer to the same whole.</li> <li>Understanding addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>Decomposing a fraction into a sum of fractions with the same denominator, in more than one way.</li> <li>Adding and subtracting mixed numbers with like denominators.</li> <li>Solving word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</li> <li>Multiplying a fraction by a whole number.</li> <li>Solving word problems involving multiplication of fractions by a whole number.</li> <li>Expressing a fraction with denominator 10 as an equivalent fraction with denominator 100.</li> <li>Adding two fractions with respective denominators 10 and 100.</li> <li>Using decimal notation for fractions with denominators 10 or 100.</li> <li>Comparing two decimals to hundredths.</li> </ul>

4. 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>• Converting customary units of length, time, capacity and mass.</li> <li>• Solving number stories involving customary units of length, time, money, and metric units of length, capacity, and mass.</li> <li>• Solving number stories involving metric units of length, involving simple fractions or decimals.</li> <li>• Using the area and perimeter formulas for rectangles in real world and mathematical problems.</li> <li>• Identifying lines, line segments, and rays, alone or within figures.</li> <li>• Drawing and representing right angles and identifying other angles as acute or obtuse.</li> <li>• Drawing, representing, and identifying perpendicular and parallel lines.</li> <li>• Classifying two-dimensional figures based on any of the following: parallel or perpendicular lines, and/or angles of a specified size.</li> <li>• Identifying right triangles.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• converts customary units of length, time, capacity and mass.</li> <li>• solves number stories involving customary units of length, time, money, and metric units of length, capacity, and mass.</li> <li>• solves number stories involving metric units of length, involving simple fractions or decimals.</li> <li>• uses the area and perimeter formulas for rectangles in real world and mathematical problems.</li> <li>• identifies lines, line segments, and rays, alone or within figures.</li> <li>• draws and represents right angles and identifies other angles as acute or obtuse.</li> <li>• draws, represents, and identifies perpendicular and parallel lines.</li> <li>• classifies two-dimensional figures based on any of the following: parallel or perpendicular lines, and/or angles of a specified size.</li> <li>• identifies right triangles.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Converting customary units of length, time, capacity and mass.</li> <li>• Solving number stories involving customary units of length, time, money, and metric units of length, capacity, and mass.</li> <li>• Solving number stories involving metric units of length, involving simple fractions or decimals.</li> <li>• Using the area and perimeter formulas for rectangles in real world and mathematical problems.</li> <li>• Identifying lines, line segments, and rays, alone or within figures.</li> <li>• Drawing and representing right angles and identifying other angles as acute or obtuse.</li> <li>• Drawing, representing, and identifying perpendicular and parallel lines.</li> <li>• Classifying two-dimensional figures based on any of the following: parallel or perpendicular lines, and/or angles of a specified size.</li> <li>• Identifying right triangles.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Converting customary units of weight.</li> <li>• Using the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.</li> <li>• Representing measurement quantities using diagrams such as number line diagrams.</li> <li>• Making a line plot to display a data set of measurement in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>• Solving problems involving addition and subtraction of fractions by using information presented in line plots.</li> <li>• Recognizing and measuring angles in whole number degrees using a protractor.</li> <li>• Sketching angles with a specified measure.</li> <li>• Solving addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</li> <li>• Drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines.</li> <li>• Recognizing a line of symmetry in a two-dimensional figure.</li> </ul>
5. 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>Energy</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.	<p>Student consistently meets expectations by demonstrating understanding of key concepts.</p> <ul style="list-style-type: none"> <li>Energy is present when there is motion, electric current, sound, light, or heat and it can be transferred from one place to another.</li> <li>An electric circuit is a system with a complete pathway through which current flows.</li> <li>Magnets are surrounded by a magnetic field and interact with other magnets and materials that contain iron over a distance; magnetic force between two magnets decreases as the distance between them increases.</li> <li>Electromagnets use a current-carrying wire and a piece of iron to induce a magnetic field; the telegraph is an example of an electromagnet used for long-distance communication.</li> <li>Energy can transfer between colliding objects; a change in an object's position or motion represents a change in the object's energy.</li> <li>Properties of sound and light are determined by their waves; waves are repeated motion that transfer energy from place to place.</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 that can be investigated and predicts reasonable outcomes</li> <li>Defines a problem that can be solved with included criteria and constraints</li> <li>Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>Develops and/or uses models to describe and make predictions of the natural world</li> <li>Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation</li> <li>Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>Constructs an argument with evidence, data, and/or a model</li> <li>Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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.	<p>Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by:</p> <ul style="list-style-type: none"> <li>identifying different types of maps, their purposes and uses, and using special purpose maps to determine locations, distances, and relationships between places and characteristics of those places.</li> <li>comparing different regions of New Jersey and the United States to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.</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.	<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>utilizing a range of geographic sources and tools to draw conclusions about the way that geography impacts the way people live in various regions of New Jersey and the United States.</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
	<b>Elements and Principles of Art</b>			
All Trimesters	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>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 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 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines.</li> <li>performing and creating using new rhythmic patterns learned in class.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>analyzes, describes, and critiques music and performances using the correct terminology.</li> <li>creates and/or improvises lyrics, melody, and rhythmic patterns within the given guidelines.</li> <li>performs and creates using new rhythmic patterns learned in class.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines.</li> <li>performing and creating using new rhythmic patterns learned in class.</li> </ul>	Student expands on and exceeds expectations by consistently: <ul style="list-style-type: none"> <li>analyzing, describing, and critiquing music and performances using the correct terminology.</li> <li>creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines.</li> <li>performing and creating using new rhythmic patterns learned in class.</li> </ul>

**Spanish**

1. Demonstrates understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for the second trimester is entitled, “De Viaje” (“Traveling”) Students will demonstrate the proficiency skills indicated within the context of the locations of Spanish speaking countries, cardinal directions, modes of transportation, currency, flag, and planning a trip.				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:	With prompting and support, student demonstrates the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> </ul>	Student consistently meets expectations by demonstrating the targeted proficiency skills below: <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> </ul>	Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content

	<ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	knowledge and uses the language independently in unrehearsed real-life scenarios.
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### Physical Education

1. Demonstrates understanding of skills and concepts				
Manipulative Skills				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences.</li> <li>explaining concepts of force and motion and demonstrating control while modifying force, time, and space.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs essential elements of movement skills.</li> <li>explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences</li> <li>explains concepts of force and motion and demonstrates control while modifying force, time, and space</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences.</li> <li>explaining concepts of force and motion and demonstrating control while modifying force, time, and space</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 at level 38 or below	Reads at a level 40	Reads at a level 50	Reads at a level 60 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• previewing texts to look for things that will be important (i.e. the setting in a historical fiction text)</li> <li>• envisioning the events in the text, drawing on earlier parts to add details to the mental movie.</li> <li>• expecting parts of the story to fit together to explain the events occurring.</li> <li>• identifying sequence words that clue in to the presence of a backstory or gaps in time between scenes.</li> <li>• utilizing precise language to describe characters and when discussing story elements.</li> <li>• discussing the events of the whole text in a way that shows knowledge of the important big ideas/themes of the story.</li> <li>• using text features, table of contents, headings, introductions, and text structures to predict how the text will go and organize note-taking.</li> <li>• reading expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>• utilizing mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>• identifying how one part of the text fits in with the overall topic to understand the main ideas.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• preview texts to look for things that will be important (i.e. the setting in a historical fiction text)</li> <li>• envisions the events in the text, drawing on earlier parts to add details to the mental movie.</li> <li>• expects parts of the story to fit together to explain the events occurring.</li> <li>• identifies sequence words that clue in to the presence of a backstory or gaps in time between scenes.</li> <li>• utilizes precise language to describe characters and when discussing story elements.</li> <li>• discusses the events of the whole text in a way that shows knowledge of the important big ideas/themes of the story.</li> <li>• uses text features, table of contents, headings, introductions, and text structures to predict how the text will go and organize note-taking.</li> <li>• reads expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>• utilizes mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>• identifies how one part of the text fits in with the overall topic to understand the main ideas.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• previewing texts to look for things that will be important (i.e. the setting in a historical fiction text)</li> <li>• envisioning the events in the text, drawing on earlier parts to add details to the mental movie.</li> <li>• predicting based on what I know from real life and how stories tend to go.</li> <li>• expecting parts of the story to fit together to explain the events occurring.</li> <li>• identifying sequence words that clue in to the presence of a backstory or gaps in time between scenes.</li> <li>• utilizing precise language to describe characters and when discussing story elements.</li> <li>• discussing the events of the whole text in a way that shows knowledge of the important big ideas/themes of the story.</li> <li>• using text features, table of contents, headings, introductions, and text structures to predict how the text will go and organize note-taking.</li> <li>• reading expository and narrative texts differently, drawing on details from the text and prior knowledge to add to their understanding.</li> <li>• utilizing mental models (boxes and bullets, timelines, diagrams etc.) as a way to note-take.</li> <li>• identifying how one part of the text fits in with the overall topic to understand the main ideas.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• previewing texts to look for things that will be important, including clues about possible themes and issues that will become significant.</li> <li>• envisioning the events in the text, looking for clues to help me know the mood and the feel of actions</li> <li>• predicting not just what will happen to the main character, but also secondary characters across multiple plotlines.</li> <li>• understanding how parts of the story fit together to explain the events while identifying confusion in subplots, gaps in time or place, or shifts in point of view.</li> <li>• identifying how many different points of view across characters in a text are important to understanding the story.</li> <li>• utilizing precise language to describe characters, story elements and/or craft moves.</li> <li>• discussing the events of the whole text in a way that shows purposeful choices based on the type of summary they would like to create (i.e. focusing on theme, character change, etc.)</li> <li>• using text structures, transition words and phrases, and genre to make predictions about the text and to help structure note-taking.</li> <li>• applying different envisioning strategies to narrative nonfiction and expository text (mental movies vs. mental models)</li> <li>• utilizing a variety of mental models to capture and organize information, revising and adding to these models as new information is gained</li> <li>• identifying which parts of the text are most important and how those parts fit in with the overall topic to understand the main ideas</li> </ul>
3. Interpretive Reading				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• identifying how characters are complicated (i.e. thinking about how the character is different on the outside than the inside, or in one part of a text vs. another)</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• identifies how characters are complicated (i.e. thinking about how the character is different on the outside than the inside, or in one part of a text vs. another)</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• identifying how characters are complicated (i.e. thinking about how the character is different on the outside than the inside, or in one part of a text vs. another)</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• identifying places in stories where characters are not what they seem as first (hidden sides of characters)</li> </ul>

	<ul style="list-style-type: none"> <li>inferring what really drives a character to make the decisions or take the actions they do.</li> <li>identifying how a character changes over the story, noting what could be possible causes of the changes, supporting their ideas with details from several parts of the text.</li> <li>identifying the theme of a text based on the things the character learns about life at the end of the text and tracing back to earlier parts in the text.</li> <li>discussing similarities and differences in stories, including ways themes are presented and two different versions of the same text.</li> <li>discussing the relationship between things in historical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collecting and merging information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> <li>discussing similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>infers what really drives a character to make the decisions or take the actions they do.</li> <li>identifies how a character changes over the story, noting what could be possible causes of the changes, supporting their ideas with details from several parts of the text.</li> <li>identifies the theme of a text based on the things the character learns about life at the end of the text and tracing back to earlier parts in the text.</li> <li>discusses similarities and differences in stories, including ways themes are presented and two different versions of the same text.</li> <li>discusses the relationship between things in historical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collects and merges information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> <li>discusses similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>inferring what really drives a character to make the decisions or take the actions they do.</li> <li>identifying how a character changes over the story, noting what could be possible causes of the changes, supporting their ideas with details from several parts of the text.</li> <li>identifying the theme of a text based on the things the character learns about life at the end of the text and tracing back to earlier parts in the text.</li> <li>discussing similarities and differences in stories, including ways themes are presented and two different versions of the same text.</li> <li>discussing the relationship between things in historical text by discussing examples, causes, parts, reasons, results or kinds of a topic.</li> <li>collecting and merging information and ideas from two or more texts or parts of a long text on a topic by sorting information from both texts into subtopics.</li> <li>discussing similarities and differences in the information from multiple texts, including the focus and perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>understanding that characters' motivations can be complicated and often a character is pulled in conflicting ways</li> <li>noticing small, subtle changes in characters in addition to more obvious ones and knowing that the causes of these changes may also be subtle or complicated</li> <li>identifying themes of stories that are especially significant, noting which are best supported</li> <li>explaining how a theme is the same and different across several texts within the same genre</li> <li>developing their own ideas about relationships/interactions between events, ideas, and key concepts, even when the author hasn't laid out these relationships</li> <li>collecting information and ideas by subtopic and forming their own categories, meaning that the organization of learning may not match the organization of the original texts</li> <li>comparing and contrasting different texts or parts of texts, considering content, perspectives, and/or craft and structure</li> </ul>
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4. Analytic Reading

	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>identifying how one aspect of a story (an event, setting, minor character etc.) is important to the whole story.</li> <li>noticing the author's craft in a text and thinking about why the author may have chosen those specific techniques.</li> <li>connecting the character's life experience to the way their perspective was formed.</li> <li>inferring what an author may want the reader to understand about themes and larger issues.</li> <li>identifying why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>identifying differences between firsthand and secondhand sources of information.</li> <li>drawing on several parts of the text to raise questions and larger theories about the topic and the world, reading and rereading with those questions in mind.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>identifies how one aspect of a story (an event, setting, minor character etc.) is important to the whole story.</li> <li>notices the author's craft in a text and thinks about why the author may have chosen those specific techniques.</li> <li>connects the character's life experience to the way their perspective was formed.</li> <li>infers what an author may want the reader to understand about themes and larger issues.</li> <li>identifies why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>identifies differences between firsthand and secondhand sources of information.</li> <li>draws on several parts of the text to raise questions and larger theories about the topic and the world, reading and rereading with those questions in mind.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>identifying how one aspect of a story (an event, setting, minor character etc.) is important to the whole story.</li> <li>noticing the author's craft in a text and thinking about why the author may have chosen those specific techniques.</li> <li>connecting the character's life experience to the way their perspective was formed.</li> <li>inferring what an author may want the reader to understand about themes and larger issues.</li> <li>identifying why an author included one part of a text, focusing on predictable ways that parts tend to be important to the main idea and structure.</li> <li>identifying differences between firsthand and secondhand sources of information.</li> <li>drawing on several parts of the text to raise questions and larger theories about the topic and the world, reading and rereading with those questions in mind.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>identifying how one aspect of a story is important to the whole story, discussing if this part supports a large idea or theme in the text.</li> <li>using literary language to name the author's craft techniques and talk at length about the different choices they made.</li> <li>connecting the character's life experience, as well as the roles they play in their lives to the way their perspective was formed.</li> <li>considering what a text is saying about an issue and what values the text seems to show as <i>good</i> ones, including critiquing how characters are portrayed.</li> <li>identifying when two texts on the same topic are written from different points of view and noticing ways in which the content will be different because of those points of view</li> <li>synthesizing several texts in ways that support their own ideas, selecting the points that do the best job of supporting those ideas</li> </ul>

5. Demonstrates Stamina

	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p>	<p>With prompting and support, student: demonstrates stamina during reading and writing workshop for 40 minutes.</p>	<p>Student consistently meets expectations by: demonstrating stamina during reading and writing workshop for 40 minutes.</p>	<p>Student expands on and exceeds expectations by: demonstrating stamina during reading and writing workshop for more than 40 minutes.</p>

	demonstrating stamina during reading and writing workshop for 40 minutes.			
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**Language Arts Literacy: Writing**

<b>Information Writing</b>				
<b>1. Generates and expresses ideas</b>				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>teaching readers different things about a subject.</li> <li>putting details, quotes, and ideas into each part of their writing.</li> <li>hooking the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture.</li> <li>letting the reader know they will teach them different things about a subject.</li> <li>writing an ending where readers are reminded of the subject and suggesting a follow up action or left readers with a final insight.</li> <li>adding their own thoughts, feelings, and questions on the subject at the end.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>teaches readers different things about a subject.</li> <li>puts details, quotes, and ideas into each part of their writing.</li> <li>hooks the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture.</li> <li>lets the reader know they will teach them different things about a subject.</li> <li>writes an ending where readers are reminded of the subject and may suggest a follow up action or leave readers with a final insight.</li> <li>adds their own thoughts, feelings, and questions on the subject at the end.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>teaching readers different things about a subject.</li> <li>putting details, quotes, and ideas into each part of their writing.</li> <li>hooking the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture.</li> <li>letting the reader know they will teach them different things about a subject.</li> <li>writing an ending where readers are reminded of the subject and suggesting a follow up action or left readers with a final insight.</li> <li>adding their own thoughts, feelings, and questions on the subject at the end.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using words in each section to help readers understand how information is connected.</li> <li>grouping information into sections and using paragraphs and sometimes chapters to separate those sections. Each section has information that is mostly about the same thing.</li> <li>using headings and subheading when appropriate.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses words in each section to help readers understand how information is connected.</li> <li>groups information into sections and uses paragraphs and sometimes chapters to separate those sections. Each section has information that is mostly about the same thing.</li> <li>uses headings and subheading when appropriate.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using words in each section to help readers understand how information is connected.</li> <li>grouping information into sections and using paragraphs and sometimes chapters to separate those sections. Each section has information that is mostly about the same thing.</li> <li>using headings and subheading when appropriate.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>teaching the readers different things about the subject.</li> <li>choosing subtopics because they are different and interesting.</li> <li>including different kinds of facts and details such as numbers, names, and examples.</li> <li>making deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic.</li> <li>choosing interesting comparisons and using figurative language to clarify points, when appropriate.</li> <li>using a teaching tone.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>teaches the readers different things about the subject.</li> <li>chooses subtopics because they are different and interesting.</li> <li>includes different kinds of facts and details such as numbers, names, and examples.</li> <li>makes deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic.</li> <li>chooses interesting comparisons and using figurative language to clarify points, when appropriate.</li> <li>uses a teaching tone.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>teaching the readers different things about the subject.</li> <li>choosing subtopics because they are different and interesting.</li> <li>including different kinds of facts and details such as numbers, names, and examples.</li> <li>making deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic.</li> <li>choosing interesting comparisons and using figurative language to clarify points, when appropriate.</li> <li>using a teaching tone.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>using what they know about word families and spelling rules to help spell and edit.</li> <li>using word wall and dictionaries to help when needed.</li> <li>using commas when writing long complex sentences to make them clear and correct.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>uses what they know about word families and spelling rules to help spell and edit.</li> <li>uses word wall and dictionaries to help when needed.</li> <li>uses commas when writing long complex sentences to make them clear and correct.</li> <li>uses periods to fix run on sentences.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>using what they know about word families and spelling rules to help spell and edit.</li> <li>using word wall and dictionaries to help when needed.</li> <li>using commas when writing long complex sentences to make them clear and correct.</li> <li>using periods to fix run on sentences.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>demonstrating advanced writing skills.</li> <li>moving through the writing process independently.</li> </ul>



	<ul style="list-style-type: none"> <li>using periods to fix run on sentences.</li> </ul>			
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**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 and carrying out assigned roles.</li> <li>drawing on prior knowledge to participate in discussion.</li> <li>asking and responding to questions to clarify understanding.</li> <li>reviewing key ideas expressed and explaining own ideas to further the discussion.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>follows rules for discussion and carries out assigned roles.</li> <li>draws on prior knowledge to participate in discussion.</li> <li>asks and responds to questions to clarify understanding.</li> <li>reviews key ideas expressed and explains own ideas to further the discussion.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>following rules for discussion and carrying out assigned roles.</li> <li>drawing on prior knowledge to participate in discussion.</li> <li>asking and responding to questions to clarify understanding.</li> <li>reviewing key ideas expressed and explaining own ideas to further the discussion.</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>telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>produces complete sentences and speaks clearly at an understandable pace.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes.</li> <li>producing complete sentences and speaking clearly at an understandable pace.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and</li> </ul>
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 and paraphrasing.</li> <li>identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>listens to information being presented and is able to paraphrase.</li> <li>identifies the reasons and evidence a speaker provides to support particular points.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>listening to information being presented and paraphrasing.</li> <li>identifying the reasons and evidence a speaker provides to support particular points.</li> </ul>	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> <li>demonstrating advanced speaking and</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>Interpreting a multiplication equation as a comparison (i.e. interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5).</li> <li>Representing verbal statements of multiplicative comparisons as multiplication equations.</li> <li>Multiplying or dividing to solve word problems involving multiplicative comparison.</li> <li>Solving number stories using all four operations, including problems in which remainders must be interpreted.</li> <li>Modeling number stories using equations with a letter standing for the unknown quantity.</li> <li>Making reasonable estimates for number stories involving all four operations.</li> <li>Generating a number or shape pattern that follows a given rule.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>interprets a multiplication equation as a comparison (i.e. interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5).</li> <li>represents verbal statements of multiplicative comparisons as multiplication equations.</li> <li>multiplies or divides to solve word problems involving multiplicative comparison.</li> <li>solves number stories using all four operations, including problems in which remainders must be interpreted.</li> <li>models number stories using equations with a letter standing for the unknown quantity.</li> <li>makes reasonable estimates for number stories involving all four operations.</li> <li>generates a number or shape pattern that follows a given rule.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Interpreting a multiplication equation as a comparison (i.e. interpret <math>35 = 5 \times 7</math> as a statement that 35 is 5 times as many as 7 and 7 times as many as 5).</li> <li>Representing verbal statements of multiplicative comparisons as multiplication equations.</li> <li>Multiplying or dividing to solve word problems involving multiplicative comparison.</li> <li>Solving number stories using all four operations, including problems in which remainders must be interpreted.</li> <li>Modeling number stories using equations with a letter standing for the unknown quantity.</li> <li>Making reasonable estimates for number stories involving all four operations.</li> <li>Generating a number or shape pattern that follows a given rule.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Using one set of grouping symbols in an expression to model a real-world situation.</li> <li>Evaluating an expression that contains a single set of grouping symbols.</li> <li>Writing simple expressions to model situations involving no more than two operations.</li> <li>Reasoning about the relative value of simple expressions without evaluating them.</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>Multiplying a whole number of up to four digits by a one-digit whole number, and multiplying two two-digit numbers.</li> <li>Finding whole number quotients and remainders with up to four-digit dividends and one-digit divisors.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>multiplies a whole number of up to four digits by a one-digit whole number, and multiplies two two-digit numbers.</li> <li>finds whole number quotients and remainders with up to four-digit dividends and one-digit divisors.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>Multiplying a whole number of up to four digits by a one-digit whole number, and multiplying two two-digit numbers.</li> <li>Finding whole number quotients and remainders with up to four-digit dividends and one-digit divisors.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>Using place-value understanding to write whole numbers in expanded form.</li> <li>Identifying the values of digits in a given number and writing whole numbers in which digits represent given values.</li> <li>Using a strategy to multiply whole numbers.</li> <li>Multiplying whole numbers by powers of 10.</li> <li>Understanding the basic steps of the U.S. traditional multiplication algorithm.</li> <li>Finding whole-number quotients of whole numbers with 3-digit dividends and 1-digit or 2-digit divisors</li> <li>Interpreting the remainder of division problems in context, and explaining the reasoning.</li> <li>Completing area models to represent solutions to division problems.</li> </ul>

3. Number and Operations - Fractions				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>• Generating equivalent fractions.</li> <li>• Comparing two fractions with different numerators and different denominators.</li> <li>• Recognizing that comparisons are only valid when the two fractions refer to the same whole.</li> <li>• Understanding addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>• Decomposing a fraction into a sum of fractions with the same denominator, <i>in more than one way</i>.</li> <li>• Adding and subtracting mixed numbers with like denominators.</li> <li>• Solving word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</li> <li>• Multiplying a fraction by a whole number.</li> <li>• Solving word problems involving multiplication of fractions by a whole number.</li> <li>• Expressing a fraction with denominator 10 as an equivalent fraction with denominator 100.</li> <li>• Adding two fractions with respective denominators 10 and 100.</li> <li>• Using decimal notation for fractions with denominators 10 or 100.</li> <li>• Comparing two decimals to hundredths.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• generates equivalent fractions.</li> <li>• compares two fractions with different numerators and different denominators.</li> <li>• recognizes that comparisons are only valid when the two fractions refer to the same whole.</li> <li>• understands addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>• decomposes a fraction into a sum of fractions with the same denominator, <i>in more than one way</i>.</li> <li>• adds and subtracts mixed numbers with like denominators.</li> <li>• solves word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</li> <li>• multiplies a fraction by a whole number.</li> <li>• solves word problems involving multiplication of fractions by a whole number.</li> <li>• expresses a fraction with denominator 10 as an equivalent fraction with denominator 100.</li> <li>• adds two fractions with respective denominators 10 and 100.</li> <li>• uses decimal notation for fractions with denominators 10 or 100.</li> <li>• compares two decimals to hundredths.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Generating equivalent fractions.</li> <li>• Comparing two fractions with different numerators and different denominators.</li> <li>• Recognizing that comparisons are only valid when the two fractions refer to the same whole.</li> <li>• Understanding addition and subtraction of fractions as joining and separating parts referring to the same whole.</li> <li>• Decomposing a fraction into a sum of fractions with the same denominator, <i>in more than one way</i>.</li> <li>• Adding and subtracting mixed numbers with like denominators.</li> <li>• Solving word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.</li> <li>• Multiplying a fraction by a whole number.</li> <li>• Solving word problems involving multiplication of fractions by a whole number.</li> <li>• Expressing a fraction with denominator 10 as an equivalent fraction with denominator 100.</li> <li>• Adding two fractions with respective denominators 10 and 100.</li> <li>• Using decimal notation for fractions with denominators 10 or 100.</li> <li>• Comparing two decimals to hundredths.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Finding the area of a rectangle with one fractional side length by tiling it with unit squares of side length 1 and counting full and partial squares.</li> <li>• Understanding that unit squares with fractional side lengths can be used to measure area.</li> <li>• Solving number stories involving addition and subtraction of fractions and mixed numbers with like denominators using tools or visual models.</li> <li>• Renaming mixed numbers and fractions greater than one.</li> </ul>
4. 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>• Converting customary units of weight.</li> <li>• Using the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.</li> <li>• Representing measurement quantities using diagrams such as number line diagrams.</li> <li>• Making a line plot to display a data set of measurement in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>• Solving problems involving addition and subtraction of fractions by using information presented in line plots.</li> <li>• Recognizing and measuring angles in whole number degrees using a protractor.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>• converts customary units of weight.</li> <li>• uses the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.</li> <li>• represents measurement quantities using diagrams such as number line diagrams.</li> <li>• makes a line plot to display a data set of measurement in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>• solves problems involving addition and subtraction of fractions by using information presented in line plots.</li> <li>• recognizes and measures angles in whole number degrees using a protractor.</li> <li>• sketches angles with a specified measure.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>• Converting customary units of weight.</li> <li>• Using the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals.</li> <li>• Representing measurement quantities using diagrams such as number line diagrams.</li> <li>• Making a line plot to display a data set of measurement in fractions of a unit (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{8}</math>)</li> <li>• Solving problems involving addition and subtraction of fractions by using information presented in line plots.</li> <li>• Recognizing and measuring angles in whole number degrees using a protractor.</li> <li>• Sketching angles with a specified measure.</li> </ul>	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> <li>• Performing one-step unit conversions within the same measurement system.</li> <li>• Using conversions to solve real-world problems.</li> <li>• Recognizing volume as an attribute of open, three-dimensional figures.</li> <li>• Finding the volume of a right rectangular prism by counting unit cubes.</li> <li>• Using number sentences to represent and find the volume of a right rectangular prism.</li> </ul>

	<ul style="list-style-type: none"> <li>• Sketching angles with a specified measure.</li> <li>• Solving addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</li> <li>• Drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines.</li> <li>• Recognizing a line of symmetry in a two-dimensional figure.</li> </ul>	<ul style="list-style-type: none"> <li>• solves addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</li> <li>• draws points, lines, line segments, rays, angles, and perpendicular and parallel lines.</li> <li>• recognizes a line of symmetry in a two-dimensional figure.</li> </ul>	<ul style="list-style-type: none"> <li>• Solving addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.</li> <li>• Drawing points, lines, line segments, rays, angles, and perpendicular and parallel lines.</li> <li>• Recognizing a line of symmetry in a two-dimensional figure.</li> </ul>	
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5. 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>Environments</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>● An environment is everything living and nonliving that surrounds and influences an organism.</li> <li>● Organisms have adaptations (structures and behaviors) that function to support survival, growth, and reproduction.</li> <li>● Organisms have preferred environments, range of tolerance, and optimum conditions for growth and survival.</li> <li>● In an ecosystem, organisms interact with each other in feeding relationships (producers, consumers, decomposers), with the environment to obtain oxygen and have sensory systems to gather information about their environment.</li> <li>● Specific variations in characteristics of individuals of the same kind can be advantageous for survival and reproduction.</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 that can be investigated and predicts reasonable outcomes</li> <li>● Defines a problem that can be solved with included criteria and constraints</li> <li>● Develops a model using an analogy, example, or abstract representation to describe a scientific principle</li> <li>● Develops and/or uses models to describe and make predictions of the natural world</li> <li>● Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation</li> <li>● Uses logical reasoning while analyzing and interpreting data to make sense of the natural world</li> <li>● Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas</li> <li>● Generates and compares multiple solutions to a problem based on criteria and constraints</li> <li>● Constructs an argument with evidence, data, and/or a model</li> <li>● Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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>● defining conservation, preservation and sustainability.</li> <li>● identifying reasons for conserving and preserving the natural environment.</li> <li>● explaining the significance of and reasons for governmental policies and programs to preserve and conserve the natural environment</li> <li>● evaluating various ideas for balancing the preservation of the natural environment with the need for humans to utilize resources from their environment.</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>● applying understanding of concepts from the social sciences and the natural sciences to propose solutions to environmental challenges.</li> <li>● collaborating with others, consider multiple perspectives and utilize evidence and data to draw conclusions and propose solutions about environmental challenges, such as those caused by human activity.</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>● 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 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 feeling beat patterns in music.</li> <li>● following written music and identify the form.</li> <li>● showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc.</li> <li>● performing repertoire in two-part harmony with greater musicality and accuracy.</li> </ul>	With prompting and support, student: <ul style="list-style-type: none"> <li>● identifies and feels beat patterns in music.</li> <li>● follows written music and identify the form.</li> <li>● shows understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc.</li> <li>● performs repertoire in two-part harmony with greater musicality and accuracy.</li> </ul>	Student consistently meets expectations by: <ul style="list-style-type: none"> <li>● identifying and feeling beat patterns in music.</li> <li>● following written music and identify the form.</li> <li>● showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc.</li> <li>● performing repertoire in two-part harmony with greater musicality and accuracy.</li> </ul>	Student expands on and exceeds expectations by consistently and independently: <ul style="list-style-type: none"> <li>● identifying and feeling beat patterns in music.</li> <li>● following written music and identify the form.</li> <li>● showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc.</li> <li>● performing repertoire in two-part harmony with greater musicality and accuracy.</li> </ul>

**Spanish**

1. Demonstrates understanding of skills and concepts				
<b>Thematic Context:</b> The thematic unit for the third trimester is entitled, "El Mercado" ("The Market"). Students will demonstrate the proficiency skills indicated within the context of Mexican food, cultural products and practices that can be found in a traditional Mexican market.				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> <li>Recognize familiar spoken or written words, phrases, cultural gestures and practices</li> <li>Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response</li> <li>Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs</li> <li>Ask and respond to simple questions</li> <li>Copy/write words and phrases</li> <li>Present information to an audience</li> <li>Name and label cultural products</li> <li>Imitate cultural practices</li> </ul>	<p>Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.</p>

**Physical Education**

1. Demonstrates understanding of skills and concepts				
<b>Movement Education &amp; Rhythm</b>				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>explaining concepts of force and motion and demonstrating control while modifying force, flow, time, and space.</li> <li>explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> </ul>	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> <li>explains and performs essential elements of movement skills.</li> <li>explains concepts of force and motion and demonstrates control while modifying force, flow, time, and space.</li> <li>explains and demonstrates movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> </ul>	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> <li>explaining and performing essential elements of movement skills.</li> <li>explaining concepts of force and motion and demonstrating control while modifying force, flow, time, and space.</li> <li>explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</li> </ul>	<p>Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.</p>