

**Grade 1 Report Card Companion Rubrics
2019-2020**

Trimester 1

Language Arts Literacy: Reading

1. Reads at grade level				
	1	2	3	4
Trimester 1	Reads at a level 4 or below	Reads at a level 6	Reads at a level 8-10	Reads at a level 12 or above
2. Uses decoding strategies				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	With prompting and support, student: <ul style="list-style-type: none"> problem-solves unfamiliar words. 	Student consistently meets expectations by: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> independently initiating successful problem-solving of unfamiliar words.
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using text features to ask literal questions about main ideas and details. retelling stories sequentially. summarizing stories including problem, solution, beginning, middle, and end. identifying story elements (characters, setting, problem/solution). 	With prompting and support, student: <ul style="list-style-type: none"> uses text features to ask literal questions about main ideas and details. retells stories sequentially. summarizes stories including problem, solution, beginning, middle, and end. identifies story elements (characters, setting, problem/solution). 	Student consistently meets expectations by: <ul style="list-style-type: none"> using text features to ask literal questions about main ideas and details. retelling stories sequentially. summarizing stories including problem, solution, beginning, middle, and end. identifying story elements (characters, setting, problem/solution). 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> using multiple text features to ask literal questions about main ideas and details. sequentially retelling stories with specific details. summarizing stories including problem, solution, beginning, middle, and end, only including the most important details. identifying story elements (characters, setting, problem/solution).
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> making predictions by identifying and connecting basic story elements. revising predictions using new information. using text features to ask inferential questions about main ideas and details. making inferences about characters and setting using text clues and illustrations. using background knowledge to make connections between their own lives, other books, and the world. 	With prompting and support, student: <ul style="list-style-type: none"> makes predictions by identifying and connecting basic story elements. revises predictions using new information. uses text features to ask inferential questions about main ideas and details. makes inferences about characters and setting using text clues and illustrations. uses background knowledge to make connections between their own lives, other books, and the world. 	Student consistently meets expectations by: <ul style="list-style-type: none"> making predictions by identifying and connecting basic story elements. revising predictions using new information. using text features to ask inferential questions about main ideas and details. making inferences about characters and setting using text clues and illustrations. using background knowledge to make connections between their own lives, other books, and the world. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> making predictions by connecting story elements using more complex inferential thinking. revising predictions with specific examples from new information. using text features independently to ask inferential questions about main ideas and details. making inferences about characters and setting using text clues and illustrations. using background knowledge to independently make connections between their own lives, other books, and the world.
5. Reads with fluency				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> reading in short phrases. self-correcting miscues. problem-solving unknown words. 	With prompting and support, student: <ul style="list-style-type: none"> reads in short phrases. self-corrects miscues. problem-solves unknown words. 	Student consistently meets expectations by: <ul style="list-style-type: none"> reading in short phrases. self-correcting miscues. problem-solving unknown words. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> reading in longer phrases at times self-correcting miscues quickly or reads accurately. using multiple cues to problem-solve unknown words.
6. Demonstrates stamina				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for ten minutes. 	With prompting and support, student: <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for ten minutes. 	Student consistently meets expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for ten minutes. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than ten minutes.

Language Arts Literacy: Writing

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

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

Mathematics

1. Understands and applies mathematical concepts				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> finding the number that is one more or one less than a given number. comparing and orders numbers 1-20. counting forward and backward within 20. telling time to the hour. extending visual and numerical patterns. understanding complements of ten. counting combinations of pennies, nickels, and dimes. representing money amounts using different combinations of pennies and nickels. modeling skip counting, addition, and subtraction on a number line. representing and interpreting data using tallies/line plots. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> finds the number that is one more or one less than a given number. compares and orders numbers 1-20. counts forward and backward within 20. tells time to the hour. extends visual and numerical patterns. understands complements of ten. counts combinations of pennies, nickels, and dimes. represents money amounts using different combinations of pennies and nickels. models skip counting, addition, and subtraction on a number line. represents and interprets data using tallies/line plots. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> finding the number that is one more or one less than a given number. comparing and orders numbers 1-20. counting forward and backward within 20. telling time to the hour. extending visual and numerical patterns. understanding complements of ten. counting combinations of pennies, nickels, and dimes. representing money amounts using different combinations of pennies and nickels. modeling skip counting, addition, and subtraction on a number line. representing and interpreting data using tallies/line plots. 	<p>Student expands on and exceeds expectations by :</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts.
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 5. skip counting by 5 and 10. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of addition and subtraction facts within 5. skip counts by 5 and 10. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 5. skip counting by 5 and 10. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range.
3. Computes accurately				
	1	2	3	4
Trimester 1	No Formal Computation	No Formal Computation	No Formal Computation	No Formal Computation
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves one-step word problems using addition and subtraction. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying advanced problem-solving strategies to new situations. making connections between word problems and creating complex problems.
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Science

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

Social Studies

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

Music

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

Physical Education

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

Trimester 2

Language Arts Literacy: Reading

1. Reads at grade level				
	1	2	3	4
Trimester 2	Reads at a level 8 or below	Reads at a level 10	Reads at a level 12-14	Reads at a level 16 or above
2. Uses decoding strategies				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	With prompting and support, student: <ul style="list-style-type: none"> problem-solves unfamiliar words. 	Student consistently meets expectations by: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> independently initiating successful problem-solving of unfamiliar words.
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> identifying or utilizing text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information. extracting information from a text to take notes or complete a graphic organizer. composing a summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers). 	With prompting and support, student: <ul style="list-style-type: none"> identifies or utilizes text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information. extracts information from a text to take notes or complete a graphic organizer. composes a summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers). 	Student consistently meets expectations by: <ul style="list-style-type: none"> identifying or utilizing text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information. extracting information from a text to take notes or complete a graphic organizer. composing a summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers). 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> identifying, utilizing, and extending upon text features (contents page, photographs, headings, boldfaced words, glossary, italicized words, labels, captions, charts) to gather new information. including additional important details from the text in notes and graphic organizers. composing a well-organized summary using multiple note-taking strategies (drawing pictures, using sticky notes, bookmark, and graphic organizers).
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension. asking and answering self-generated questions before, during, and after reading. understanding the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing). determining the meaning of new words and concepts using pictures, context clues, and background knowledge. identifying relationships between characters. 	With prompting and support, student: <ul style="list-style-type: none"> activates background knowledge to make text-to-self and text-to-world connections that enhance comprehension. asks and answers self-generated questions before, during, and after reading. understands the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing). determines the meaning of new words and concepts using pictures, context clues, and background knowledge. identifies relationships between characters. 	Student consistently meets expectations by: <ul style="list-style-type: none"> activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension. asking and answering self-generated questions before, during, and after reading. understanding the use of literary devices in stories (foreshadowing, surprising events, figurative language, and visualizing). determining the meaning of new words and concepts using pictures, context clues, and background knowledge. identifying relationships between characters. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> independently activating background knowledge to make text-to-self and text-to-world connections that enhance comprehension. asking and answering complex self-generated questions before, during, and after reading. understanding how literary devices impact the story (foreshadowing, surprising events, figurative language, and visualizing). independently determining the meaning of new words and concepts using pictures, context clues, and background knowledge. independently identifying and drawing conclusions about relationships between characters.
5. Reads with fluency				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using expression. reading in longer word phrases; heeding most punctuation. 	With prompting and support, student: <ul style="list-style-type: none"> uses some expression. reads in longer word phrases; heeds most punctuation. 	Student consistently meets expectations by: <ul style="list-style-type: none"> using expression. reading in longer word phrases; heeding most punctuation 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> using expression to convey meaning most of the time. reading in longer, meaningful phrases most of the time; heeds all punctuation.
6. Demonstrates stamina				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 15 minutes. 	With prompting and support, student: <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 15 minutes. 	Student consistently meets expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 15 minutes. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than 15 minutes.

Language Arts Literacy: Writing

Information & Opinion Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> teaching readers about a topic. writing an opinion or likes and dislikes and explaining why. naming the topic in the beginning to get the reader's attention. naming the topic at the beginning and giving an opinion. writing an ending. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> teaches readers about a topic. writes an opinion or likes and dislikes and explaining why. names the topic in the beginning to get the reader's attention. names the topic at the beginning and giving an opinion. writes an ending. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> teaching readers about a topic. writing an opinion or likes and dislikes and explaining why. naming the topic in the beginning to get the reader's attention. naming the topic at the beginning and giving an opinion. writing an ending. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently.
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"> writing about the topic part by part. writing a part to get the readers' attention and a part where more was said. writing different parts about the topic on different pages. adding more to support their opinion and using words such as <i>and</i> and <i>because</i>. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> writes about the topic part by part. writes a part to get the readers' attention and a part where more was said. writes different parts about the topic on different pages. adds more to support their opinion and using words such as <i>and</i> and <i>because</i>. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> writing about the topic part by part. writing a part to get the readers' attention and a part where more was said. writing different parts about the topic on different pages. adding more to support their opinion and using words such as <i>and</i> and <i>because</i>. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently.
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"> putting facts in their writing to teach about the topic. writing at least one reason for an opinion. using labels and words to give facts for informational writing and details for opinion writing. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> puts facts in their writing to teach about the topic. writes at least one reason for an opinion. uses labels and words to give facts for informational writing and details for opinion writing. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> putting facts in their writing to teach about the topic. writing at least one reason for an opinion. using labels and words to give facts for informational writing and details for opinion writing. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently.
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"> using knowledge of words and chunks of words to spell words. spelling the word wall words correctly and using the word wall to help spell other words. ending sentences with appropriate punctuation. using a capital letter for names. using commas in dates and lists. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses knowledge of words and chunks of words to spell words. spells the word wall words correctly and uses the word wall to help spell other words. ends sentences with appropriate punctuation. uses a capital letter for names. uses commas in dates and lists. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using knowledge of words and chunks of words to spell words. spelling the word wall words correctly and using the word wall to help spell other words. ending sentences with appropriate punctuation. using a capital letter for names. using commas in dates and lists. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating advanced writing skills. moving through the writing process independently.

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

Mathematics

1. Understands and applies mathematical concepts				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> measuring to the nearest inch. ordering objects by length and comparing the lengths of two objects indirectly by using a third object. using concrete models to represent place value in two-digit numbers. comparing and ordering two-digit numbers. understanding and using the inverse relationship between addition and subtraction. measuring to the nearest centimeter. telling time to the half hour. representing data using tallies/line plots/bar graphs. counts combinations of coins up to one dollar. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> measures to the nearest inch. orders objects by length and compares the lengths of two objects indirectly by using a third object. uses concrete models to represent place value in two-digit numbers. compares and orders two-digit numbers. understands and uses the inverse relationship between addition and subtraction. measures to the nearest centimeter. tells time to the half hour. represents data using tallies/line plots/bar graphs. counts combinations of coins up to one dollar. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> measuring to the nearest inch. ordering objects by length and comparing the lengths of two objects indirectly by using a third object. using concrete models to represent place value in two-digit numbers. comparing and ordering two-digit numbers. understanding and using the inverse relationship between addition and subtraction. measuring to the nearest centimeter. telling time to the half hour. representing data using tallies/line plots/bar graphs. counts combinations of coins up to one dollar. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts. extending concepts independently.
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 10. skip counting by 2, 5 and 10. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of addition and subtraction facts within 10. skip counts by 2, 5 and 10. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 10. skip counting by 2, 5 and 10. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range.
3. Computes accurately				
	1	2	3	4
Trimester 2	No Formal Computation	No Formal Computation	No Formal Computation	No Formal Computation
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves one-step word problems using addition and subtraction. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> readily applying advanced problem-solving strategies to new situations. making connections between word problems and creating complex problems.
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Science

Sound & Light				
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"> • Sound and light can be used to communicate information. • Sound occurs as the result of vibrating objects; vibrations from the source determine the properties of sound (volume and pitch). • light sources give off light that travel in straight lines in all directions. • Shadows are created when light is blocked by an object. • Light can be redirected when reflected on a surface. • Light is necessary for humans and animals to see. 	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"> • Asks questions to find more information about the natural world. • Develops a simple model to represent an object. • Plans and conducts an investigation to collect data (evidence) to answer a question. • Makes observations and/or measurements that can be used to make comparisons. • Describes patterns and/or relationships in the natural world based on observations. • Analyzes data from testing an object to determine if it works as intended. • Constructs evidence-based explanations of the natural world based on observations. • Designs and/or builds a solution to solve a specific problem. 	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"> • identifying the importance of understanding diverse family traditions and rituals. • defining “needs” and “wants”. • identifying the ways an individual can make positive changes in his/her community. • describing examples of unfairness or injustice that occur in communities. 	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"> • describing examples of unfairness or injustice that have been changed by the actions of an individual or group. • identifying the ways that an individual can help to make their community a better place. 	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	Elements and Principles of Art			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	With prompting and support, student: <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. 	Student consistently meets expectations by: <ul style="list-style-type: none"> creating two-and three-dimensional works of art while exploring color, line, shape, form and texture. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> creating two and three-dimensional works of art while exploring color, line, shape, form and texture.
	Art History / Art Appreciation			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	With prompting and support, student: <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. 	Student consistently meets expectations by: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles.
	Creative Process			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. showing control of the media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing ideas in artwork. 	With prompting and support, student: <ul style="list-style-type: none"> applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gains control of media being used. demonstrates safe and appropriate use of art materials and tools. creates works of art based on observation of culturally diverse works of art and the world around them. develops ideas in artwork through problem solving, independent thinking and imagination. 	Student consistently meets expectations by: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gaining control of the media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing ideas in artwork through problem solving, independent thinking and imagination. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination.

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"> performing simple rhythmic patterns orally and on classroom instruments. creating a movement to express music. 	With prompting and support, student: <ul style="list-style-type: none"> performs simple rhythmic patterns orally and on classroom instruments. creates a movement to express music. 	Student consistently meets expectations by: <ul style="list-style-type: none"> performing simple rhythmic patterns orally and on classroom instruments. creating a movement to express music. 	Student expands on and exceeds expectations by consistently: <ul style="list-style-type: none"> performing simple rhythmic patterns orally and on classroom instruments. creating a movement to express music.

Physical Education

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

Trimester 3

Language Arts Literacy: Reading

1. Reads at grade level				
	1	2	3	4
Trimester 3	Reads at a level 12 or below	Reads at a level 14-16	Reads at a level 18	Reads at a level 20 or above
2. Uses decoding strategies				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	With prompting and support, student <ul style="list-style-type: none"> problem-solves unfamiliar words. 	Student consistently meets expectations by: <ul style="list-style-type: none"> problem-solving unfamiliar words. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> independently initiating successful problem-solving of unfamiliar words.
3. Reads with comprehension: Literal				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using background knowledge, words, and pictures to visualize text while reading. differentiating between fantasy and reality in a text. 	With prompting and support, student: <ul style="list-style-type: none"> uses background knowledge, words, and pictures to visualize text while reading. differentiates between fantasy and reality in a text. 	Student consistently meets expectations by: <ul style="list-style-type: none"> using background knowledge, words, and pictures to visualize text while reading. differentiating between fantasy and reality in a text. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> independently using visualization to extend understanding of the text. independently differentiating between fantasy and reality in a text.
4. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> identifying the words and images to describe a character in a text and, with prompting, draws conclusions. using details from the text and illustrations to make personal connections to characters. using details from the text to determine how a character develops. determining author's purpose for writing a text and recognizing the resources used to write the text. forming and supporting opinions about texts. engaging with the text by asking characters and the author questions and considering their own emotions about the text. considering how the story would change with different ending and setting. 	With prompting and support, student: <ul style="list-style-type: none"> identifies the words and images to describe a character in a text and, with prompting, draws conclusions. uses details from the text and illustrations to make personal connections to characters. uses details from the text to determine how a character develops. determines author's purpose for writing a text and recognizes the resources used to write the text. forms and supports opinions about texts. engages with the text by asking characters and the author questions and considers their own emotions about the text. considers how the story would change with different ending and setting. 	Student consistently meets expectations by: <ul style="list-style-type: none"> identifying the words and images to describe a character in a text and, with prompting, draws conclusions. using details from the text and illustrations to make personal connections to characters. using details from the text to determine how a character develops. determining author's purpose for writing a text and recognizing the resources used to write the text. forming and supporting opinions about texts. engaging with the text by asking characters and the author questions and considering their own emotions about the text. considering how the story would change with different ending and setting. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> identifying the words and images that describe a character in a text and independently draws complex conclusions. independently using details from the text to determine how a character develops. determining author's purpose for writing a text and recognizing the resources used to write the text, citing specific examples as support. forming and thoroughly supporting unique opinions about texts. developing unique and creative alternate endings and settings.
5. Reads with fluency				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using expression that reflects mood, pace, and tension at times. reading in longer phrases; heeding most punctuation. 	With prompting and support, student: <ul style="list-style-type: none"> uses expression that reflects mood, pace, and tension at times. reads in longer phrases; heeds most punctuation. 	Student consistently meets expectations by: <ul style="list-style-type: none"> using expression that reflects mood, pace, and tension at times. reading in longer phrases; heeding most punctuation. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> using expression that reflects mood, pace, and tension most of the time. reading in longer, meaningful phrases most of the time; heeding all punctuation.
6. Demonstrates stamina				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 20 minutes. 	With prompting and support, student: <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 20 minutes. 	Student consistently meets expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 20 minutes. 	Student expands on and exceeds expectations by: <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than 20 minutes.

Language Arts Literacy: Writing

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

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

Mathematics

1. Understands and applies mathematical concepts				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> classifying two-dimensional shapes, using attributes. identifying three-dimensional shapes, using attributes. using concrete models to represent place value in three-digit numbers. comparing and ordering money amounts. understanding how to equally partition circles, rectangles, and a sets of objects. using number patterns to add/subtract ten. identifying and naming unit fractions. telling time to the half hour. counting combinations of coins up to one dollar. counting up to make change. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> classifies two-dimensional shapes, using attributes. identifies three-dimensional shapes, using attributes. uses concrete models to represent place value in three-digit numbers. compares and orders money amounts. understands how to equally partition circles, rectangles, and a sets of objects. uses number patterns to add/subtract ten. identifies/names unit fractions. tells time to the half hour. counts combinations of coins up to one dollar. counts up to make change. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> classifying two-dimensional shapes, using attributes. identifying three-dimensional shapes, using attributes. using concrete models to represent place value in three-digit numbers. comparing and ordering money amounts. understanding how to equally partition circles, rectangles, and a sets of objects. using number patterns to add/subtract ten. identifying and naming unit fractions. telling time to the half hour. counting combinations of coins up to one dollar. counting up to make change. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> applying all concepts to a variety of real-world scenarios. making connections between concepts. extending concepts independently.
2. Recalls math facts with speed and accuracy				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 20. skip counting by 2, 5 and 10. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of addition and subtraction facts within 20. skip counts by 2, 5 and 10. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of addition and subtraction facts within 20. skip counting by 2, 5 and 10. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> building on and explaining connections between facts to extend fact range.
3. Computes accurately				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using strategies such as mental math, concrete models, drawings, number grids, etc. to add within 100. using strategies such as mental math, concrete models, drawings, number grids, etc. to subtract multiples of ten in the range 10-90. identifying the appropriate operation to use to solve problems. given a two-digit number, mentally finding ten more or ten less than the number without having to count. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses strategies such as mental math, concrete models, drawings, number grids, etc. to add within 100. uses strategies such as mental math, concrete models, drawings, number grids, etc. to subtract multiples of ten in the range 10-90. identifies the appropriate operation to use to solve problems. given a two-digit number, mentally finds ten more or ten less than the number without having to count. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using strategies such as mental math, concrete models, drawings, number grids, etc. to add within 100. using strategies such as mental math, concrete models, drawings, number grids, etc. to subtract multiples of ten in the range 10-90. identifying the appropriate operation to use to solve problems. given a two-digit number, mentally finding ten more or ten less than the number without having to count. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> using a variety of mental math strategies to find sums of two-digit numbers and checks using subtraction. connecting and applying strategies between problems.
4. Understands and solves word problems accurately				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction, including money. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves one-step word problems using addition and subtraction, including money. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving one-step word problems using addition and subtraction, including money. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> readily applying advanced problem-solving strategies to new situations. making connections between word problems and creating complex problems.
5. Clearly expresses mathematical thinking in written and oral form				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> communicating mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> communicates mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Science

Air & Weather				
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"> • Objects in the sky change position in predictable ways (sun, moon, and clouds). • Air is all around us, takes up space, and is capable of moving objects as it moves from place to place. • Wind direction and speed that can be observed as the moving air interacts with objects. • Weather conditions are a description of the air outside. • Clouds are made of water drops that fall to Earth as rain. • Weather patterns, moon phases, and daylight can be observed, compared, and predicted over time. 	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"> • Asks questions to find more information about the natural world. • Develops a simple model to represent an object. • Plans and conducts an investigation to collect data (evidence) to answer a question. • Makes observations and/or measurements that can be used to make comparisons. • Describes patterns and/or relationships in the natural world based on observations. • Analyzes data from testing an object to determine if it works as intended. • Constructs evidence-based explanations of the natural world based on observations. • Designs and/or builds a solution to solve a specific problem. 	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"> • identifying the purposes of, key features of, and differences between maps and globes. • describing important American holidays. 	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"> • drawing a map of a familiar place that includes the key features of a map. • explaining the significance of important American holidays. 	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
	Elements and Principles of Art			
All Trimesters	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	With prompting and support, student: <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. 	Student consistently meets expectations by: <ul style="list-style-type: none"> creating two-and three-dimensional works of art while exploring color, line, shape, form and texture. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> creating two and three-dimensional works of art while exploring color, line, shape, form and texture.
	Art History / Art Appreciation			
	With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	With prompting and support, student: <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. 	Student consistently meets expectations by: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles.
Creative Process				
With consistent prompting and support, student has difficulty: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. showing control of the media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing ideas in artwork. 	With prompting and support, student: <ul style="list-style-type: none"> applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gains control of media being used. demonstrates safe and appropriate use of art materials and tools. creates works of art based on observation of culturally diverse works of art and the world around them. develops ideas in artwork through problem solving, independent thinking and imagination. 	Student consistently meets expectations by: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. gaining control of the media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing ideas in artwork through problem solving, independent thinking and imagination. 	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: <ul style="list-style-type: none"> applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. exhibiting control of media being used. demonstrating safe and appropriate use of art materials and tools. creating works of art based on observation of culturally diverse works of art and the world around them. developing original ideas in artwork through problem solving, independent thinking and imagination. 	

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"> identifying and performing learned rhythmic patterns from written music. analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology. 	With prompting and support, student: <ul style="list-style-type: none"> identifies and performs learned rhythmic patterns from written music. analyzes, describes, and critiques music and performances using correct, grade-level appropriate terminology. 	Student consistently meets expectations by: <ul style="list-style-type: none"> identifying and performing learned rhythmic patterns from written music. analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology. 	Student expands on and exceeds expectations by consistently: <ul style="list-style-type: none"> identifying and performing learned rhythmic patterns from written music. analyzing, describing, and critiquing music and performances using correct, grade-level appropriate terminology.

Physical Education

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