

**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. Reads with comprehension: Literal				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> summarizing a text with relevant textual ideas and details, demonstrating comprehension of the text. asking and answering literal questions to uncover main ideas and details of the text. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> summarizes a text with relevant textual ideas and details, demonstrating comprehension of the text. asks and answers literal questions to uncover main ideas and details of the text. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> summarizing a text with relevant textual ideas and details, demonstrating comprehension of the text. asking and answering literal questions to uncover main ideas and details of the text. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> summarizing a text with relevant textual ideas and details, demonstrating an extended comprehension of the text. asking and answering literal questions to compare and contrast story elements/text structures.
3. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> making predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text. activating background knowledge to make connections between the text and prior experiences which enrich the meaning of the text. making inferences using prior experience and text details to clarify unknown words and concepts. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> makes predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text. activates background knowledge to make connections between the text and prior experiences which enrich the meaning of the text. makes inferences using prior experience and text details to clarify unknown words and concepts. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> making predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text. activating background knowledge to make connections between the text and prior experiences which enrich the meaning of the text. making inferences using prior experience and text details to clarify unknown words and concepts. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> making insightful and mature predictions using prior knowledge, text structure, and text features which enhance the comprehension of the text.
4. Reads with fluency				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> reading primarily in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with mostly appropriate stress and rate with some slowdowns. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> reads primarily in three- and four- word phrase groups. reads with some smooth, expressive interpretation. uses some pausing guided by author's meaning and punctuation. reads with mostly appropriate stress and rate with some slowdowns. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> reading primarily in three- and four- word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with mostly appropriate stress and rate with some slowdowns. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> reading in larger, meaningful phrases or word groups. using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. using the appropriate stress and rate with only a few slowdowns.
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"> demonstrating stamina during reading and writing workshop for 30 minutes. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 30 minutes. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 30 minutes. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for greater than 30 minutes.

Language Arts Literacy: Writing

Narrative Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> writing the important part of an event bit by bit and taking out unimportant parts. writing a beginning which shows what was happening and where, getting readers into the world of the story. writing an ending that connects to the beginning or middle of the story. using action, dialogue, or feeling to bring the story to a close. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> writes the important part of an event bit by bit and takes out unimportant parts. writes a beginning which shows what was happening and where, getting readers into the world of the story. writes an ending that connects to the beginning or middle of the story. uses action, dialogue, or feeling to bring the story to a close. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> writing the important part of an event bit by bit and taking out unimportant parts. writing a beginning which shows what was happening and where, getting readers into the world of the story. writing an ending that connects to the beginning or middle of the story. using action, dialogue, or feeling to bring the story to a close. 	<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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> showing how much time went by with words or phrases that mark time. using paragraphs to separate the different parts or times of the story or to show when a new character is speaking. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> shows how much time went by with words or phrases that mark time. uses paragraphs to separate the different parts or times of the story or to show when a new character is speaking. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> showing how much time went by with words or phrases that mark time. using paragraphs to separate the different parts or times of the story or to show when a new character is speaking. 	<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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> adding more to the heart of the story, including not only actions and dialogue but also thoughts and feelings. showing why characters did what they did by including their thinking. making some parts of the story go quickly, some slowly. including precise and sometimes sensory details and used figurative language to bring the story to life. using a storytelling voice and conveying the emotion or tone of the story through description, phrases, dialogue, and thoughts. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> adds more to the heart of the story, including not only actions and dialogue but also thoughts and feelings. shows why characters did what they did by including their thinking. makes some parts of the story go quickly, some slowly. includes precise and sometimes sensory details and used figurative language to bring the story to life. uses a storytelling voice and conveys the emotion or tone of the story through description, phrases, dialogue, and thoughts. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> adding more to the heart of the story, including not only actions and dialogue but also thoughts and feelings. showing why characters did what they did by including their thinking. making some parts of the story go quickly, some slowly. including precise and sometimes sensory details and used figurative language to bring the story to life. using a storytelling voice and conveying the emotion or tone of the story through description, phrases, dialogue, and thoughts. 	<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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using word families and spelling rules to help spell and edit. using dictionaries and class word walls. using commas when writing long complex sentences to make them clear and correct. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses word families and spelling rules to help spell and edit. uses dictionaries and class word walls. uses commas when writing long complex sentences to make them clear and correct. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using word families and spelling rules to help spell and edit. using dictionaries and class word walls. using commas when writing long complex sentences to make them clear and correct. 	<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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • follows rules for discussion and carries out assigned roles. • draws on prior knowledge to participate in discussion. • asks and responds to questions to clarify understanding. • reviews key ideas expressed and explains own ideas to further the discussion. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and listening skills.
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"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes. • produces complete sentences and speaks clearly at an understandable pace. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and
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"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • listens to information being presented and is able to paraphrase. • identifies the reasons and evidence a speaker provides to support particular points. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and

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"> • using patterns to extend basic addition/subtraction facts. • classifying two-dimensional figures based on the properties of their sides and angles. • distinguishing between lines, line segments, and rays. • understanding place value in multi-digit numbers. • comparing and ordering multi-digit numbers. • representing and analyzing data using bar graphs and line plots. • identifying factors and multiples of numbers. • understanding and using the inverse relationship between multiplication and division. • comparing and ordering decimals (hundredths). • converting between millimeters and centimeters. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • uses patterns to extend basic addition/subtraction facts. • classifies two-dimensional figures based on the properties of their sides and angles. • distinguishes between lines, line segments, and rays. • understands place value in multi-digit numbers. • compares and orders multi-digit numbers. • represents and analyzes data using bar graphs and line plots. • identifies factors and multiples of numbers. • understands and uses the inverse relationship between multiplication and division. • compares and orders decimals (hundredths). • converts between millimeters and centimeters. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • using patterns to extend basic addition/subtraction facts. • classifying two-dimensional figures based on the properties of their sides and angles. • distinguishing between lines, line segments, and rays. • understanding place value in multi-digit numbers. • comparing and ordering multi-digit numbers. • representing and analyzing data using bar graphs and line plots. • identifying factors and multiples of numbers. • understanding and using the inverse relationship between multiplication and division. • comparing and ordering decimals (hundredths). • converting between millimeters and centimeters. 	<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 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • demonstrating knowledge of multiplication and division facts within 100. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • demonstrates knowledge of multiplication and division facts within 100. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • demonstrating knowledge of multiplication and division facts within 100. 	<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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • finding the sum of multi-digit numbers. • finding the difference between multi-digit numbers. • finding the sum and difference of decimals. • identifying the appropriate operation to use to solve problems. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • finds the sum of multi-digit numbers. • finds the difference between multi-digit numbers. • finds the sum and difference of decimals. • identifies the appropriate operation to use to solve problems. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • finding the sum of multi-digit numbers. • finding the difference between multi-digit numbers. • finding the sum and difference of decimals. • identifying the appropriate operation to use to solve problems. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • using a combination of strategies and algorithms to find the sum and difference of multi-digit numbers and decimals. • checking their own computation for accuracy. • comparing/contrasting efficiency of computational methods.
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 two-step word problems using addition/subtraction, including decimals. • writing number sentences. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • represents and solves two-step word problems using addition/subtraction, including decimals. • writes number sentences. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • representing and solving two-step word problems using addition/subtraction, including decimals. • writing number sentences. 	<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"> • consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

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"> • Soils are composed of different kinds and amounts of earth materials and humus. • Physical weathering breaks rocks into smaller pieces; chemical weathering changes rocks and minerals into something new. • 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. • Deposition builds new land as the speed of moving water or wind declines and the sediments settle. • 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. • 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. 	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 that can be investigated and predicts reasonable outcomes • Defines a problem that can be solved with included criteria and constraints • Develops a model using an analogy, example, or abstract representation to describe a scientific principle • Develops and/or uses models to describe and make predictions of the natural world • Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation • Uses logical reasoning while analyzing and interpreting data to make sense of the natural world • Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas • Generates and compares multiple solutions to a problem based on criteria and constraints • Constructs an argument with evidence, data, and/or a model • Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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 the five themes of geography and identifying examples of each theme. • explaining why the five themes of geography are important to understanding the physical and human makeup of a place. • defining the ways that human societies utilize natural and man-made waterways. 	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"> • utilizing maps and geographic tools to answer questions about places related to the five themes of geography. • applying the five themes of geography to a place they are familiar with. • using the five themes of geography to generate an understanding of an unfamiliar 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			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <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			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> using basic art vocabulary. Identifying basic characteristics of artists' styles.
Creative Process				
	<p>With consistent prompting and support, student has difficulty:</p> <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. 	<p>With prompting and support, student:</p> <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. 	<p>Student consistently meets expectations by:</p> <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 through problem solving, independent thinking and imagination. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> playing music from written music on xylophones with correct playing techniques. singing melodies, alone and with others, using all eight pitches of the scale. differentiating between major sounding and minor sounding melodies. showing an understanding of proper vocal production/vocal placement and breathing techniques. performing simple songs in two-part harmony. singing music from around the world, of a variety of styles, alone and with others. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> plays music from written music on xylophones with correct playing techniques. sings melodies, alone and with others, using all eight pitches of the scale. differentiates between major sounding and minor sounding melodies. shows an understanding of proper vocal production/vocal placement and breathing techniques. performs simple songs in two-part harmony. sings music from around the world, of a variety of styles, alone and with others. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> playing music from written music on xylophones with correct playing techniques. singing melodies, alone and with others, using all eight pitches of the scale. differentiating between major sounding and minor sounding melodies. showing an understanding of proper vocal production/vocal placement and breathing techniques. performing simple songs in two-part harmony. singing music from around the world, of a variety of styles, alone and with others. 	<p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> playing music from written music on xylophones with correct playing techniques. singing melodies, alone and with others, using all eight pitches of the scale. differentiating between major sounding and minor sounding melodies. showing an understanding of proper vocal production/vocal placement and breathing techniques. performing simple songs in two-part harmony. singing music from around the world, of a variety of styles, alone and with others.

Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: 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"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<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				
Locomotor & Nonlocomotor Skills				
	1	2	3	4
Trimester 1	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining concepts of force and motion and demonstrating control while modifying force, time, and space. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. explains concepts of force and motion and demonstrates control while modifying force, time, and space. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. explaining concepts of force and motion and demonstrating control while modifying force, time, and space. 	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

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. Reads with comprehension: Literal				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> identifying story elements including characters, setting, plot, and point of view. using text features to locate important facts and information. identifying multiple text structures: problem/solution, procedural, and descriptive. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> identifies story elements including characters, setting, plot, and point of view. uses text features to locate important facts and information. identifies multiple text structures: problem/solution, procedural, and descriptive. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> identifying story elements including characters, setting, plot, and point of view. using text features to locate important facts and information. identifying multiple text structures: problem/solution, procedural, and descriptive. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> identifying story elements including characters, setting, plot events, point of view, rising action, climax, and resolution. using text to locate important facts and information. identifying multiple text structures: problem/solution, procedural, descriptive, cause/effect, and compare/contrast.
3. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> revising and expanding on inferences based on new knowledge. drawing conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text. determining an important theme of a story using characters, setting, and author's purpose. using multiple text features to make inferences that enhance the meaning of the text. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> revises and expands on inferences based on new knowledge. draws conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text. determines an important theme of a story using characters, setting, and author's purpose. uses multiple text features to make inferences that enhance the meaning of the text. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> revising and expanding on inferences based on new knowledge. drawing conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text. determining an important theme of a story using characters, setting, and author's purpose. using multiple text features to make inferences that enhance the meaning of the text. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> strategically activating background knowledge to make insightful connections between the text and prior experiences which enrich the meaning of the text. making thorough and insightful inferences using sophisticated prior experience and text details to clarify unknown words and concepts. strategically revising and expanding on inferences based on relevant new knowledge. drawing sophisticated conclusions about characters based on dialogue, actions, setting, and events, which enhance the meaning of the text. determining an important theme of a story and connecting it to other texts, self, or world event. using multiple text features to make meaningful inferences about important information in a text.
4. Reads with fluency				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> reading primarily in three- and four-word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with mostly appropriate stress and rate with some slowdowns.. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> reads primarily in three- and four-word phrase groups. reads with some smooth, expressive interpretation. uses some pausing guided by author's meaning and punctuation. reads with mostly appropriate stress and rate with some slowdowns 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> reading primarily in three- and four-word phrase groups. reading with some smooth, expressive interpretation. using some pausing guided by author's meaning and punctuation. reading with mostly appropriate stress and rate with some slowdowns. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> reading in larger, meaningful phrases or word groups. using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. using the appropriate stress and rate with only a few slowdowns.
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"> demonstrating stamina during reading and writing workshop for 35 minutes. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for 35 minutes 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating stamina during reading and writing workshop for 35 minutes. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> demonstrates stamina during reading and writing workshop for greater than 35 minutes

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"> making a claim about a topic or text and trying to support their reasons. 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. 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. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> makes a claim about a topic or text and trying to support their reasons. 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. 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. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> making a claim about a topic or text and trying to support their reasons. 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. 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. 	<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"> using words and phrases to glue parts of the piece together. using phrases to show the shift from saying reasons to giving evidence and to show when they are making a new point. separating sections of information using paragraphs. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses words and phrases to glue parts of the piece together. uses to show the shift from saying reasons to giving evidence and to show when they are making a new point. separates sections of information using paragraphs. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using words and phrases to glue parts of the piece together. using phrases to show the shift from saying reasons to giving evidence and to show when they are making a new point. separating sections of information using paragraphs. 	<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"> giving reasons to support their opinion. choosing the reasons to convince the reader. including examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life. making deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion. choosing precise details and facts to help make their points and using figurative language to draw readers into their line of thought, when appropriate. making choices about which evidence is best to include or not include to support their points. using a convincing tone. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> gives reasons to support their opinion. chooses the reasons to convince the reader. includes examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life. makes deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion. chooses precise details and facts to help make their points and uses figurative language to draw readers into their line of thought, when appropriate. makes choices about which evidence is best to include or not include to support their points. uses a convincing tone. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> giving reasons to support their opinion. choosing the reasons to convince the reader. including examples and information to support their reasons, perhaps from a text, prior knowledge, or their own life. making deliberate word choices to convince their reader, perhaps by emphasizing or repeating words that make readers feel emotion. choosing precise details and facts to help make their points and using figurative language to draw readers into their line of thought, when appropriate. making choices about which evidence is best to include or not include to support their points. using a convincing tone. 	<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 what they know about word families and spelling rules to help spell and edit. using word wall and dictionaries to help when needed. using commas when writing long complex sentences to make them clear and correct. using periods to fix run on sentences. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses what they know about word families and spelling rules to help spell and edit. uses word wall and dictionaries to help when needed. uses commas when writing long complex sentences to make them clear and correct. uses periods to fix run on sentences. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using what they know about word families and spelling rules to help spell and edit. using word wall and dictionaries to help when needed. using commas when writing long complex sentences to make them clear and correct. using periods to fix run on sentences. 	<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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • follows rules for discussion and carries out assigned roles. • draws on prior knowledge to participate in discussion. • asks and responds to questions to clarify understanding. • reviews key ideas expressed and explains own ideas to further the discussion. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and listening skills.
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"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes. • produces complete sentences and speaks clearly at an understandable pace. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and listening skills.
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"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • listens to information being presented and is able to paraphrase. • identifies the reasons and evidence a speaker provides to support particular points. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and listening.

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"> • using patterns to extend basic multiplication facts. • using place value understanding to round multi-digit whole numbers to any place value. • identifying a fraction of a set. • naming equivalent fractions. • comparing and ordering fractions. • identifying angles as right, acute, or obtuse. • measuring angles in whole-number degrees using a protractor. • applying the area and perimeter formulas for rectangles. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • uses patterns to extend basic multiplication facts. • uses place value understanding to round multi-digit whole numbers to any place value. • identifies a fraction of a set. • names equivalent fractions. • compares and orders fractions. • identifies angles as right, acute, or obtuse. • measures angles in whole-number degrees using a protractor. • applies the area and perimeter formulas for rectangles. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • using patterns to extend basic multiplication facts. • using place value understanding to round multi-digit whole numbers to any place value. • identifying a fraction of a set. • naming equivalent fractions. • comparing and ordering fractions. • identifying angles as right, acute, or obtuse. • measuring angles in whole-number degrees using a protractor. • applying the area and perimeter formulas for rectangles. 	<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 multiplication and division facts within 100. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • demonstrates knowledge of multiplication and division facts within 100. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • demonstrating knowledge of multiplication and division facts within 100. 	<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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • finding the product of two-digit numbers. • finding the sum and difference of fractions with like denominators. • dividing a whole number by a one-digit divisor. • finding the product of a whole number and a fraction. • identifying the appropriate operation to use to solve problems. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • finds the product of two-digit numbers. • finds the sum and difference of fractions with like denominators. • divides a whole number by a one-digit divisor. • finds the product of a whole number and a fraction. • identifies the appropriate operation to use to solve problems. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • finding the product of two-digit numbers. • finding the sum and difference of fractions with like denominators. • dividing a whole number by a one-digit divisor. • finding the product of a whole number and a fraction. • identifying the appropriate operation to use to solve problems. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • using a combination of strategies and algorithms to find the product of two-digit numbers, to find the sum and difference of fractions with like denominators, to divide a whole number by a one-digit divisor and to find the product of a whole number and a fraction. • checking their own computation for accuracy. • comparing/contrasting efficiency of computational methods.
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 two-step word problems using multiplication/division. • interpreting remainders, when solving word problems. • representing and solving one-step word problems, using multiplication of a whole number by a fraction. • writing number sentences. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • represents and solves two-step word problems using multiplication/division. • interprets remainders, when solving word problems. • represents and solves one-step word problems, using multiplication of a whole number by a fraction. • writes number sentences. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • representing and solving two-step word problems using multiplication/division. • interpreting remainders, when solving word problems. • representing and solving one-step word problems, using multiplication of a whole number by a fraction. • writing number sentences. 	<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"> • consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Science

Environments				
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"> • An environment is everything living and nonliving that surrounds and influences an organism. • Organisms have adaptations (structures and behaviors) that function to support survival, growth, and reproduction. • Organisms have preferred environments, range of tolerance, and optimum conditions for growth and survival. • 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. • Specific variations in characteristics of individuals of the same kind can be advantageous for survival and reproduction. 	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 that can be investigated and predicts reasonable outcomes • Defines a problem that can be solved with included criteria and constraints • Develops a model using an analogy, example, or abstract representation to describe a scientific principle • Develops and/or uses models to describe and make predictions of the natural world • Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation • Uses logical reasoning while analyzing and interpreting data to make sense of the natural world • Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas • Generates and compares multiple solutions to a problem based on criteria and constraints • Constructs an argument with evidence, data, and/or a model • Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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"> • describing the ways that human-environment interaction changes places over time. • explaining the ways that human and physical geography contribute to the development of a place. 	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"> • utilizing the five themes of geography to develop ideas about the ways human societies can use natural resources in a sustainable way. • describing how natural and man-made challenges can impact agricultural practices. 	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. 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 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"> analyzing, describing, and critiquing music and performances using the correct terminology. creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines. performing and creating using new rhythmic patterns learned in class. 	With prompting and support, student: <ul style="list-style-type: none"> analyzes, describes, and critiques music and performances using the correct terminology. creates and/or improvises lyrics, melody, and rhythmic patterns within the given guidelines. performs and creates using new rhythmic patterns learned in class. 	Student consistently meets expectations by: <ul style="list-style-type: none"> analyzing, describing, and critiquing music and performances using the correct terminology. creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines. performing and creating using new rhythmic patterns learned in class. 	Student expands on and exceeds expectations by consistently: <ul style="list-style-type: none"> analyzing, describing, and critiquing music and performances using the correct terminology. creating and/or improvising lyrics, melody, and rhythmic patterns within the given guidelines. performing and creating using new rhythmic patterns learned in class.

Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the second trimester is entitled, "De Viaje" ("Traveling") Students will demonstrate the proficiency skills indicated within the context of location of Spanish speaking countries, cardinal directions, currency, flag, and planning a trip.				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<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				
Manipulative Skills				
	1	2	3	4
Trimester 2	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences. explaining concepts of force and motion and demonstrating control while modifying force, time, and space. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences explains concepts of force and motion and demonstrates control while modifying force, time, and space 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences. explaining concepts of force and motion and demonstrating control while modifying force, time, and space 	<p>Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.</p>

Trimester 3

Language Arts Literacy: Reading

1. Reads at grade level				
	1	2	3	4
Trimester 3	Reads at a level 38 or below		Reads at a level 40	
2. Reads with comprehension: Literal				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using a graphic organizer to compose a summary that includes the key ideas and details of a text. using self-monitoring strategies to clarify meaning when comprehension breaks down. using prior experiences, background knowledge and the text to form mental and sensory images that enhance comprehension of the text. identifying the roles of characters in a story using supporting textual evidence. identifying relevant sources of information an author uses to write a text. identifying the perspectives of different characters in a text, citing supporting evidence. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses a graphic organizer to compose a summary that includes the key ideas and details of a text. uses self-monitoring strategies to clarify meaning when comprehension breaks down. uses prior experiences, background knowledge and the text to form mental and sensory images that enhance comprehension of the text. identifies the roles of characters in a story using supporting textual evidence. identifies relevant sources of information an author uses to write a text. identifies the perspectives of different characters in a text, citing supporting evidence. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using a graphic organizer to compose a summary that includes the key ideas and details of a text. using self-monitoring strategies to clarify meaning when comprehension breaks down. using prior experiences, background knowledge and the text to form mental and sensory images that enhance comprehension of the text. identifying the roles of characters in a story using supporting textual evidence. identifying relevant sources of information an author uses to write a text. identifying the perspectives of different characters in a text, citing supporting evidence. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> using a graphic organizer to compose a summary that includes key ideas, details and an elaboration of the text. using multiple self-monitoring strategies to enhance the comprehension of the text. using prior experiences, background knowledge and the text to form mental and sensory images which aid in making connections and constructing deeper meaning of the text. identifying the roles of characters in a story, noting that characters can be multi-dimensional. identifying multiple, relevant sources of information an author uses to write a text. comparing and contrasting the perspectives of different characters in a text.
3. Reads with comprehension: Inferential				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> asking questions about the author and the content in order to evaluate the authenticity of information. forming opinions about characters using notes on characters' words, thoughts and actions. drawing conclusions about characters based on their role in the story and supports conclusions with textual evidence. analyzing how gender, wealth and class influence a character's role in a story and supports with specific textual evidence. determining the author's motives and purposes for writing, citing specific textual evidence as support. identifying how the time period and culture influence a text, citing specific textual evidence as support. comparing and contrasting alternative perspectives between texts to evaluate information. recognizing and identifying bias in a text and providing specific supporting evidence. making a judgment about a text and supporting with specific evidence. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> asks questions about the author and the content in order to evaluate the authenticity of information. forms opinions about characters using notes on characters' words, thoughts and actions. draws conclusions about characters based on their role in the story and supports conclusions with textual evidence. analyzes how gender, wealth and class influence a character's role in a story and supports with specific textual evidence. determines the author's motives and purposes for writing, citing specific textual evidence as support. identifies how the time period and culture influence a text, citing specific textual evidence as support. compares and contrasts alternative perspectives between texts to evaluate information. recognizes and identifies bias in a text and provides specific supporting evidence. makes a judgment about a text and supports with specific evidence. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> asking questions about the author and the content in order to evaluate the authenticity of information. forming opinions about characters using notes on characters' words, thoughts and actions. drawing conclusions about characters based on their role in the story and supports conclusions with textual evidence. analyzing how gender, wealth and class influence a character's role in a story and supports with specific textual evidence. determining the author's motives and purposes for writing, citing specific textual evidence as support. identifying how the time period and culture influence a text, citing specific textual evidence as support. comparing and contrasting alternative perspectives between texts to evaluate information. recognizing and identifying bias in a text and providing specific supporting evidence. making a judgment about a text and supporting with specific evidence. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> asking meaningful and insightful questions about the author and the content in order to evaluate the authenticity of information. forming opinions about characters using notes on characters' words, thoughts and actions and text-to-world connections. drawing sophisticated conclusions about characters based on their role in the story and supporting conclusions with multiple pieces of textual evidence. analyzing how gender, wealth and class influence a character's role in a story from multiple perspectives and provides supporting textual evidence. analyzing how an author's purpose and motives can impact a story. analyzing how the time period and culture impact a text. comparing and contrasting alternative perspectives among multiple texts to evaluate information and determine author's purpose. analyzing how an author's bias impacts a text. making an insightful judgment about a text and supporting with specific evidence.

4. Reads with fluency				
	1	2	3	4
All Trimesters	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • reading primarily in three- and four- word phrase groups. • reading with some smooth, expressive interpretation. • using some pausing guided by author's meaning and punctuation. • reading with mostly appropriate stress and rate with some slowdowns. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • reads primarily in three- and four- word phrase groups. • reads with some smooth, expressive interpretation. • uses some pausing guided by author's meaning and punctuation. • reads with mostly appropriate stress and rate with some slowdowns. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • reading primarily in three- and four- word phrase groups. • reading with some smooth, expressive interpretation. • using some pausing guided by author's meaning and punctuation. • reading with mostly appropriate stress and rate with some slowdowns. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • reading in larger, meaningful phrases or word groups. • using smooth, expressive interpretation and pausing guided by author's meaning and punctuation. • using the appropriate stress and rate with only a few slowdowns.
5. Demonstrates stamina				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • demonstrating stamina during reading and writing workshop for 40 minutes. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • demonstrates stamina during reading and writing workshop for 40 minutes. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • demonstrating stamina during reading and writing workshop for 40 minutes. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating stamina during reading and writing workshop for greater than 40 minutes.

Language Arts Literacy: Writing

Information Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> teaching readers different things about a subject. putting details, quotes, and ideas into each part of their writing. hooking the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture. letting the reader know they will teach them different things about a subject. writing an ending where readers are reminded of the subject and suggesting a follow up action or left readers with a final insight. adding their own thoughts, feelings, and questions on the subject at the end. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> teaches readers different things about a subject. puts details, quotes, and ideas into each part of their writing. hooks the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture. lets the reader know they will teach them different things about a subject. writes an ending where readers are reminded of the subject and may suggest a follow up action or leave readers with a final insight. adds their own thoughts, feelings, and questions on the subject at the end. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> teaching readers different things about a subject. putting details, quotes, and ideas into each part of their writing. hooking the reader by explaining why the subject matters, telling a surprising fact, or giving a big picture. letting the reader know they will teach them different things about a subject. writing an ending where readers are reminded of the subject and suggesting a follow up action or left readers with a final insight. adding their own thoughts, feelings, and questions on the subject at the end. 	<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 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using words in each section to help readers understand how information is connected. 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. using headings and subheading when appropriate. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses words in each section to help readers understand how information is connected. 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. uses headings and subheading when appropriate. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using words in each section to help readers understand how information is connected. 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. using headings and subheading when appropriate. 	<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 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> teaching the readers different things about the subject. choosing subtopics because they are different and interesting. including different kinds of facts and details such as numbers, names, and examples. making deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic. choosing interesting comparisons and using figurative language to clarify points, when appropriate. using a teaching tone. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> teaches the readers different things about the subject. chooses subtopics because they are different and interesting. includes different kinds of facts and details such as numbers, names, and examples. makes deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic. chooses interesting comparisons and using figurative language to clarify points, when appropriate. uses a teaching tone. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> teaching the readers different things about the subject. choosing subtopics because they are different and interesting. including different kinds of facts and details such as numbers, names, and examples. making deliberate word choices to teach the reader. They might have done this by using and repeating key words about the topic. choosing interesting comparisons and using figurative language to clarify points, when appropriate. using a teaching tone. 	<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 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using what they know about word families and spelling rules to help spell and edit. using word wall and dictionaries to help when needed. using commas when writing long complex sentences to make them clear and correct. using periods to fix run on sentences. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses what they know about word families and spelling rules to help spell and edit. uses word wall and dictionaries to help when needed. uses commas when writing long complex sentences to make them clear and correct. uses periods to fix run on sentences. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using what they know about word families and spelling rules to help spell and edit. using word wall and dictionaries to help when needed. using commas when writing long complex sentences to make them clear and correct. using periods to fix run on sentences. 	<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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • follows rules for discussion and carries out assigned roles. • draws on prior knowledge to participate in discussion. • asks and responds to questions to clarify understanding. • reviews key ideas expressed and explains own ideas to further the discussion. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • following rules for discussion and carrying out assigned roles. • drawing on prior knowledge to participate in discussion. • asking and responding to questions to clarify understanding. • reviewing key ideas expressed and explaining own ideas to further the discussion. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and listening skills.
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"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • tells a story, recounts an experience or reports on a topic, using relevant, descriptive facts and details to support main ideas or themes. • produces complete sentences and speaks clearly at an understandable pace. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • telling a story, recounting an experience or reporting on a topic, using relevant, descriptive facts and details to support main ideas or themes. • producing complete sentences and speaking clearly at an understandable pace. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and
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"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • listens to information being presented and is able to paraphrase. • identifies the reasons and evidence a speaker provides to support particular points. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> • listening to information being presented and paraphrasing. • identifying the reasons and evidence a speaker provides to support particular points. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> • demonstrating advanced speaking and

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"> renaming fractions with denominators of 10 and 100 as decimals and renaming decimals as fractions. recognizing a line of symmetry for a two-dimensional figure. identifying three-dimensional solids. estimating the weight of an object. using strategies to find the volume of a rectangular prism. estimating capacity. calculating and comparing unit prices. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> renames fractions with denominators of 10 and 100 as decimals and renames decimals as fractions. recognizes a line of symmetry for a two-dimensional figure. identifies three-dimensional solids. estimates the weight of an object. uses strategies to find the volume of a rectangular prism. estimates capacity. calculates and compares unit prices. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> renaming fractions with denominators of 10 and 100 as decimals and renaming decimals as fractions. recognizing a line of symmetry for a two-dimensional figure. identifying three-dimensional solids. estimating the weight of an object. using strategies to find the volume of a rectangular prism. estimating capacity. calculating and comparing unit prices. 	<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 multiplication and division facts within 100. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> demonstrates knowledge of multiplication and division facts within 100. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> demonstrating knowledge of multiplication and division facts within 100. 	<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"> finding the product of a whole number and a decimal. dividing whole numbers and decimals by a one-digit divisor. identifying the appropriate operation to use to solve problems. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> finds the product of a whole number and a decimal. divides whole numbers and decimals by a one-digit divisor. identifies the appropriate operation to use to solve problems. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> finding the product of a whole number and a decimal. dividing whole numbers and decimals by a one-digit divisor. identifying the appropriate operation to use to solve problems. 	<p>Student expands on and exceeds expectations by:</p> <ul style="list-style-type: none"> using a combination of strategies and algorithms to find the product of whole numbers and a decimal (hundredths) and to divide whole numbers and decimals by a one-digit divisor. checking their own computation for accuracy. comparing/contrasting efficiency of computational methods.
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 multi-step word problems, using all four operations with whole numbers, fractions, and decimals. writing number sentences. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> represents and solves multi-step word problems, using all four operations with whole numbers, fractions, and decimals. writes number sentences. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> representing and solving multi-step word problems, using all four operations with whole numbers, fractions, and decimals. writing number sentences. 	<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"> consistently communicating mathematical thinking using a variety of drawings, diagrams, symbols, and/or relevant math vocabulary.

Science

Energy				
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"> Energy is present when there is motion, electric current, sound, light, or heat and it can be transferred from one place to another. An electric circuit is a system with a complete pathway through which current flows. 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. 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. Energy can transfer between colliding objects; a change in an object's position or motion represents a change in the object's energy. Properties of sound and light are determined by their waves; waves are repeated motion that transfer energy from place to place. 	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 that can be investigated and predicts reasonable outcomes Defines a problem that can be solved with included criteria and constraints Develops a model using an analogy, example, or abstract representation to describe a scientific principle Develops and/or uses models to describe and make predictions of the natural world Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation Uses logical reasoning while analyzing and interpreting data to make sense of the natural world Uses evidence to construct and support an explanation or to design a solution to a problem using scientific ideas Generates and compares multiple solutions to a problem based on criteria and constraints Constructs an argument with evidence, data, and/or a model Obtains and combines information from multiple sources to explain the natural world or design solutions to a 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"> defining conservation, preservation and sustainability. identifying reasons for conserving and preserving the natural environment. 	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"> evaluating the importance of preserving the natural environment. utilizing the five themes of geography to determine ways that the natural environment can be preserved. 	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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> creates two- and three-dimensional works of art while exploring color, line, shape, form and texture. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> creating two-and three -dimensional works of art while exploring color, line, shape, form and texture. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <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			
	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> uses basic art vocabulary. identifies basic characteristics of artists' styles. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> using basic art vocabulary. identifying basic characteristics of artists' styles. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <ul style="list-style-type: none"> using basic art vocabulary. Identifying basic characteristics of artists' styles.
Creative Process				
<p>With consistent prompting and support, student has difficulty:</p> <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. 	<p>With prompting and support, student:</p> <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. 	<p>Student consistently meets expectations by:</p> <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 through problem solving, independent thinking and imagination. 	<p>Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when:</p> <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	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> identifying and feeling beat patterns in music. following written music and identify the form. showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc. performing repertoire in two-part harmony with greater musicality and accuracy. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> identifies and feels beat patterns in music. follows written music and identify the form. shows understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc. performs repertoire in two-part harmony with greater musicality and accuracy. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> identifying and feeling beat patterns in music. following written music and identify the form. showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc. performing repertoire in two-part harmony with greater musicality and accuracy. 	<p>Student expands on and exceeds expectations by consistently and independently:</p> <ul style="list-style-type: none"> identifying and feeling beat patterns in music. following written music and identify the form. showing understanding of musical symbols such as repeat, go to beginning (da capo), go to the end (coda), etc. performing repertoire in two-part harmony with greater musicality and accuracy.

Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: 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"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>With prompting and support, student demonstrates the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<p>Student consistently meets expectations by demonstrating the targeted proficiency skills below:</p> <ul style="list-style-type: none"> Recognize familiar spoken or written words, phrases, cultural gestures and practices Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs Ask and respond to simple questions Copy/write words and phrases Present information to an audience Name and label cultural products Imitate cultural practices 	<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				
Movement Education & Rhythm				
	1	2	3	4
Trimester 3	<p>With consistent prompting and support, student has difficulty:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. explaining concepts of force and motion and demonstrating control while modifying force, flow, time, and space. explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> explains and performs essential elements of movement skills. explains concepts of force and motion and demonstrates control while modifying force, flow, time, and space. explains and demonstrates movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 	<p>Student consistently meets expectations by:</p> <ul style="list-style-type: none"> explaining and performing essential elements of movement skills. explaining concepts of force and motion and demonstrating control while modifying force, flow, time, and space. explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 	<p>Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.</p>