

Grading Benchmarks – Grade One

Language Arts Literacy Reading

1. Reads at grade level with purpose and understanding. (RL.1.10; RI.1.10; RF.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is reading below F&P Instructional Level E	Student is reading at F&P Instructional Level E	Student is reading at F&P Instructional Level F	Student is reading at F&P Instructional Level G or higher
2	Student is reading below F&P Instructional Level G	Student is reading at F&P Instructional Level G	Student is reading at F&P Instructional Level H	Student is reading at F&P Instructional Level I or higher
3	Student is reading below F&P Instructional Level I	Student is reading at F&P Instructional Level I	Student is reading at F&P Instructional Level J	Student is reading at F&P Instructional Level K or higher

2. Describes characters, settings and major events in a story using key details (RL.1.3; RL.1.7; RL.1.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and direct questions student can sometimes: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution 	With prompting and direct questions student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution 	With little or no prompting, student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution 	Without prompting, in above grade-level text, student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution
2	With prompting and direct questions student can sometimes: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution 	With prompting and direct questions Student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution 	With little or no prompting student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution 	Without prompting, in above grade-level text, student can: <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify author's purpose • Identify cause and effect

3	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author’s purpose • Sometimes identify cause and effect 	<p>With prompting and direct questions Student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author’s purpose • Identify cause and effect 	<p>With little or no prompting student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author’s purpose • Identify cause and effect 	<p>Without prompting, in above grade-level text, student can:</p> <ul style="list-style-type: none"> • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify author’s purpose • Identify cause and effect
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3. Retells stories and demonstrates understanding of text (RL.1.1; RL.1.2; RL.1.10)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student is not grasping key concepts, processes and essential skills. • Student is unable to use text to answer literal questions. 	<p>Student is beginning to:</p> <ul style="list-style-type: none"> • Grasp key concepts, processes and skills. • Talk about what happened in the text, including events and setting. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Grasps and applies key concepts, processes and skills. • Retells the story in sequential order. 	<p>In above grade level txt:</p> <ul style="list-style-type: none"> • Student extends key concepts, processes and skills. • Student is answering questions about characters/information citing relevant evidence in the text.

4. Compares and contrasts characters and events in texts (RL.1.2; RL.1.3; RL.1.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Student does not use background knowledge to make connections between their own lives, other books and the world. • Student does not make inferences about characters and events using text clues and illustrations. 	<ul style="list-style-type: none"> • Student attempts to use background knowledge to make connections between their own lives, other books and/or the world. • Student makes inaccurate or incomplete inferences about 	<ul style="list-style-type: none"> • Student uses background knowledge to make connections between their own lives, other books and the world. • Student makes inferences about characters and events using text clues and illustrations. 	<ul style="list-style-type: none"> • Student uses background knowledge to make meaningful connections between their own lives, other books and the world. • Student makes sophisticated inferences about characters and events using text clues and illustrations.

	<ul style="list-style-type: none"> • Student does not identify relationships between characters. 	<p>characters and events using text clues and illustrations.</p> <ul style="list-style-type: none"> • Student identifies basic relationships between characters 	<ul style="list-style-type: none"> • Student identifies relationships between characters 	<ul style="list-style-type: none"> • Student identifies and draws conclusions from relationships between characters
2	<ul style="list-style-type: none"> • Student does not make text-self to text-to-world connections using background knowledge. • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between characters 	<p>With prompting and support, student:</p> <ul style="list-style-type: none"> • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters 	<p>In above grade level text, student independently:</p> <ul style="list-style-type: none"> • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes inferences about characters and events using text clues and illustrations. • Identifies relationships between characters
3	<ul style="list-style-type: none"> • Student is unable to compare and/or contrast two or more characters or events in text. • Student is unable to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student cannot consider how the story would change with different endings and setting. 	<ul style="list-style-type: none"> • With prompting and support, student is beginning to compare and/or contrast two or more characters or events in text. • Student is beginning to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student attempt to consider how the story would change with different endings and setting. 	<ul style="list-style-type: none"> • Student consistently compares and/or contrasts two or more characters or events in text. • Student uses details from the text and illustrations to make connections • Student considers how the story would change with different endings and setting. 	<p>In above grade level text, student:</p> <ul style="list-style-type: none"> • Independently, student consistently compares and/or contrasts two or more characters or events in text. • Student makes sophisticated inferences about characters and events using text clues and illustrations. • Student develops unique and creative alternate endings and settings.

5. Asks and answers questions about the text (RL.1.1; RI.1.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to answer questions about key details in the text.	Student is beginning to use the text to answer literal questions about the text.	Student consistently answers questions about the text.	Student consistently asks and answers questions about the text.
2	Student is rarely able to ask or answer questions about texts.	With teacher prompting and support, student answers questions about grade level texts or below level texts only	Student consistently asks and answers questions about grade level texts.	Student consistently asks and answers questions about above grade level texts.
3	Student is rarely able to ask or answer questions about texts.	With teacher prompting and support, student answers questions about grade level texts.	Student consistently asks and answers questions about grade level texts.	Student consistently asks and answers questions about above grade level texts.

6. Determines the main idea, supporting details and inferences of the text (RI.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	Student identifies the main idea(s), and includes some supporting details.	Student identifies the main idea(s) correctly, and includes many supporting details.	Student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details
2	Student identifies the main idea(s); however, the main idea may be stated incorrectly, May contain few, incorrect or irrelevant supporting details	Student identifies the main idea(s), and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies	Student identifies the main idea(s) correctly, and includes many supporting details. Response is stated mostly in the student's own words. May contain minor inaccuracies	In above grade level text, student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. Response is stated in the student's own words.
3	Fails to make an inference, or makes an inference which is illogical or irrelevant	Makes a general inference about character(s) and/or event(s) with few/no supporting details or uses irrelevant details	Makes a general inference about character(s) and/or events(s) with some supporting details, or uses irrelevant details.	In above grade level texts, student makes logical and relevant inferences about character(s) and/or event(s). Details from the reading support the inferences made.

7. Uses text features to locate information (i.e., captions, bold print, etc.) (RI.1.5; RI.1.6; RI.1.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student is unable to differentiate between fiction and non-fiction text. • Student rarely identifies text features. 	<ul style="list-style-type: none"> • Student is beginning to differentiate between fiction and non-fiction text. • Student is beginning to identify and understand how text features are used to make meaning. 	<ul style="list-style-type: none"> • Student consistently differentiates between fiction and non-fiction text. • Student consistently identifies and understands how text features are used to make meaning (including captions, bold print, illustrations, charts and graphs). 	<ul style="list-style-type: none"> • Student is differentiating between fiction and non-fiction text, using text features to gain information. • Unprompted, student references (verbal or written) text features to explain meaning of the text.

- Foundational Skills

1. Reads with fluency (expression, phrasing, rate and accuracy) (RF.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Reads word-by-word • Does not self -correct • Stops at difficulty relying on support to problem solve unknown words; three or more words told by teacher 	<ul style="list-style-type: none"> • Reads word-by-word with some short phrases • Self-corrects at least one miscue • Initiates problem solving of a few unknown words; one or two words told by teacher 	<ul style="list-style-type: none"> • Reads in short phrases most of the time • Self-correct two or more miscues or only makes one uncorrected miscue • Uses one or two cues to problem solve unknown words 	<ul style="list-style-type: none"> • Reads in longer phrases at times • Self corrects miscues quickly or reads accurately • Uses multiple cues to problem solve unknown words
2	<ul style="list-style-type: none"> • No expression; monotone • Mostly word-by-word 	<ul style="list-style-type: none"> • Little expression; rather monotone • Short phrases most of the time; inappropriate pauses 	<ul style="list-style-type: none"> • Some expression • Longer word phrases some of the time; heeds most punctuation 	<ul style="list-style-type: none"> • Expression conveys meaning most of the time • Longer, meaningful phrases most of the time; heeds all punctuation
3	<ul style="list-style-type: none"> • Little expression; monotone • Reads mostly word-by-word 	<ul style="list-style-type: none"> • Some expression that conveys meaning • Reads in short phrases most of the time; inappropriate pauses. 	<ul style="list-style-type: none"> • Expression reflects mood, pace and tension at times • Reads in longer phrases at times; heeds most punctuation. 	<ul style="list-style-type: none"> • Expression reflects mood, pace and tension most of the time • Reads in longer, meaningful phrases most of the time; heeds all punctuation.

2. Uses a variety of strategies to decode (pictures, context, phonics) (RF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Student is unable or rarely able to recognize and use beginning sounds • Student is unable or rarely able to make sure reading makes sense • Student is unable or rarely able to use internal parts of words with beginnings and endings • Student is unable or rarely able to read high frequency words automatically • Student is unable or rarely able to notice errors and cross-check with unused sources of information • Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text 	<ul style="list-style-type: none"> • Student is sometimes able to recognize and use beginning sounds • Student sometimes checks to make sure reading makes sense • Student sometimes uses internal parts of words with beginnings and endings • Student sometimes reads high frequency words automatically • Student sometimes notices errors and cross-checks with unused sources of information • Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text 	<ul style="list-style-type: none"> • Student consistently identifies and decodes using beginning sounds • Student consistently checks to make sure reading makes sense • Student consistently uses internal parts of words with beginnings and endings • Student consistently reads high frequency words automatically • Student consistently notices errors and cross-checks with unused sources of information • Student consistently distinguishes between information provided by pictures and information provided by words in a text 	<ul style="list-style-type: none"> • Student consistently identifies and decodes using beginning and ending sounds • Student consistently checks to make sure reading makes sense, in above grade-level text • Student consistently uses internal parts of words with beginnings and endings, in above grade-level text • Student consistently reads high frequency words automatically, in above grade-level text • Student consistently notices errors, in above grade-level text, and cross-checks with unused sources of information • Student consistently distinguishes, in above grade-level text, between information provided by pictures and information provided by words
2	<ul style="list-style-type: none"> • Student is unable or rarely able to recognize and use beginning and ending sounds • Student is unable or rarely able to keep the accumulating story events (or content) in mind • Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words 	<ul style="list-style-type: none"> • Student is sometimes able to recognize and use beginning and ending sounds • Student sometimes keeps the accumulating story events (or content) in mind • Student sometimes uses meaning of accumulated text to figure out unfamiliar words 	<ul style="list-style-type: none"> • Student consistently identifies and decodes using beginning and ending sounds • Student consistently keeps the accumulating story events (or content) in mind • Student consistently uses meaning of accumulated text to figure out unfamiliar words 	<ul style="list-style-type: none"> • Student consistently identifies and using beginning, ending and middle (vowel) • Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text • Student consistently uses meaning of accumulated text to

	<ul style="list-style-type: none"> • Student is unable or rarely able to stop and at the point of error 	<ul style="list-style-type: none"> • Student sometimes stops and corrects at the point of error 	<ul style="list-style-type: none"> • Student consistently stops and corrects at the point of error 	<ul style="list-style-type: none"> figure out unfamiliar words, in above grade-level text • Student stops and corrects at the point of error, in above grade level text
3	<ul style="list-style-type: none"> • Student is unable or rarely able to recognize and use beginning, ending and middle (vowel) sounds • Student is unable or rarely able to reread and self-correct at points of error • Student is unable or rarely able to monitor for all sources of information • Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text 	<ul style="list-style-type: none"> • Student is sometimes able to recognize and use beginning, ending and middle (vowel) sounds • Student sometimes rereads and self-corrects at points of error • Student sometimes monitors for all sources of information • Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text • Student sometimes solves unknown words with relative ease 	<ul style="list-style-type: none"> • Student consistently identifies and recognizes using beginning, ending and middle (vowel) sounds • Student consistently rereads and self-corrects at points of error • Student consistently monitors for all sources of information • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text • Student consistently solves unknown words with relative ease 	<ul style="list-style-type: none"> • Student consistently decodes unknown and complex/ multisyllable words using beginning, all phonemes (blends, digraphs, diphthongs) • Student consistently rereads and self-corrects at points of error, in above grade-level text • Student consistently monitors for all sources of information in above grade level text • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above grade-level text • Student consistently solves unknown words with relative ease, in above grade-level text

3. Identifies and reads high frequency words (RF.1.2; RF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student recognizes 75% or fewer of the Kindergarten sight/high-frequency words.	Student recognizes: <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 20 or fewer of the Grade One sight/high frequency words. 	Student recognizes: <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 21 – 40 of the Grade One sight/high frequency words. 	Student recognizes: <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • More than 40 of the Grade One sight/high frequency words.
2	Student recognizes:	Student recognizes:	Student recognizes:	Student recognizes:

	<ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 30 or fewer of the Grade One sight/high frequency words. 	<ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 31 –60 of the Grade One sight/high frequency words. 	<ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 61 - 90 of the Grade One sight/high frequency words. 	<ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • More than 90 of the Grade One sight/high frequency words
3	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 90 or fewer of the Grade One sight/high frequency words. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 91 – 120 of the Grade One sight/high frequency words. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 121 – 140 of the Grade One sight/high frequency words. 	<p>Student recognizes:</p> <ul style="list-style-type: none"> • 100% of the Kindergarten sight/high frequency words. • 100% of the Grade One sight/high frequency words. • Grade Two sight/high frequency words.

4. Know and apply grade-level phonics and word analysis skills in decoding words. (RF.1.2; RF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Recognizes short vowels when reading regularly spelled one-syllable words. • Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). • Decodes regularly spelled one-syllable words • Knows final -e conventions for representing long vowel sounds 	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> • Recognizes short vowels when reading regularly spelled one-syllable words. • Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). • Decodes regularly spelled one-syllable words • Knows final -e conventions for representing long vowel sounds 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Recognizes short vowels when reading regularly spelled one-syllable words. • Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). • Decodes regularly spelled one-syllable words • Knows final -e conventions for representing long vowel sounds 	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Knows spelling-sound correspondences for common vowel teams. • Decodes regularly spelled two-syllable words with long vowels. • Decodes words with common prefixes and suffixes. • Identifies words above grade level with inconsistent but common spelling-sound correspondences. • Recognizes and reads above grade-appropriate irregularly spelled words.

<p>2</p>	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Knows spelling-sound correspondences for common vowel teams. • Decodes regularly spelled two-syllable words with long vowels. • Decodes words with common prefixes and suffixes. • Identifies words above grade level with inconsistent but common spelling-sound correspondences. • Recognizes and reads above grade-appropriate irregularly spelled words.
<p>3</p>	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel 	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel 	<p>Student independently and consistently:</p> <ul style="list-style-type: none"> • Knows spelling-sound correspondences for common vowel teams. • Decodes regularly spelled two-syllable words with long vowels. • Decodes words with common prefixes and suffixes. • Identifies words above grade level with inconsistent but common spelling-sound correspondences.

<ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<ul style="list-style-type: none"> • Distinguish long and short vowels when reading regularly spelled one-syllable words. • Decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound 	<ul style="list-style-type: none"> • Recognizes and reads above grade-appropriate irregularly spelled words.
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Writing

1. Generates, expresses and supports ideas clearly. (W.1.1; W.1.2; W.1.3; W.1.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Does not generate ideas or sequence events. • Thinks, sketches or writes a few unrelated ideas. 	<ul style="list-style-type: none"> • Focus of the writing is unclear • No details are evident or details do not support the topic. • Details lack organization. 	<ul style="list-style-type: none"> • Writing has a single focus from beginning to end, but may drift. • Few details are included and/or support the topic completely. • Details are organized with some transition. 	<ul style="list-style-type: none"> • Writing has a single focus from beginning to end. • Details support the topic • Details are organized, transitioning in a logical sequence.
2	<ul style="list-style-type: none"> • Focus of the writing is unclear • No details are evident. 	With prompting and support, student produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end, but may drift. • Few details included and/or support the topic incompletely. • Details that are organized with some transition. 	Student produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end. • Details that support the topic. • Details that are organized with some transitioning in a logical sequence.. 	Student independently and consistently produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end. • Details that support the topic • Details that are organized, transitioning in a logical sequence.
3	<ul style="list-style-type: none"> • Focus of the writing is unclear • No details are evident or details do not support the topic. • Details lack organization. 	Independently, student produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end, but may drift. 	Student independently and consistently produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end. 	Student independently and consistently produces writing with: <ul style="list-style-type: none"> • A single focus from beginning to end.

		<ul style="list-style-type: none"> • Some details included, but may not support the topic completely. • Details that are organized with some transition. 	<ul style="list-style-type: none"> • Details that support the topic. • Details that are organized with transitions in a logical sequence.. 	<ul style="list-style-type: none"> • A minimum of four details that support and elaborate on the topic • Details that are organized, transitioning in a smooth and logical sequence.
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2. Making progress on writing progression (W.1.1; W.1.2; W.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable or rarely able to demonstrate stamina during writing workshop for ten (10) minutes.	Student inconsistently demonstrates stamina during writing workshop for ten (10) minutes.	Student demonstrates stamina during writing workshop for ten (10) minutes.	Student sustains reading attention during writing workshop for greater than ten (10) minutes.
2	Student is unable or rarely able to demonstrate stamina during writing workshop for fifteen (15) minutes.	Student inconsistently demonstrates stamina during writing workshop for fifteen (15) minutes.	Student demonstrates stamina during writing workshop for fifteen (15) minutes.	Student sustains reading attention during writing workshop for greater than fifteen (15) minutes.
3	Student is unable or rarely able to demonstrate stamina during writing workshop for twenty (20) minutes.	Student inconsistently demonstrates stamina during writing workshop for twenty (20) minutes.	Student demonstrates stamina during writing workshop for twenty (20) minutes.	Student sustains reading attention during writing workshop for greater than twenty (20) minutes.

3. Demonstrates the ability to revise and edit (W.1.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, student is: <ul style="list-style-type: none"> • Beginning to add details to writing based on questions and suggestions • Unable to self-edit to make corrections. 	With guidance and support, student is able to: <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self -edit to make corrections. 	Student is able to: <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to correct most errors. 	Student consistently and independently is able to: <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing.
2	With guidance and support, student is beginning to:	With guidance and support, student is able to:	Student is able to:	Student consistently and independently is able to:

	<ul style="list-style-type: none"> • Add details to writing based on questions and suggestions • Self-edit to make corrections. 	<ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self -edit to make corrections. 	<ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to correct errors. 	<ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing.
3	<p>With guidance and support, student is beginning to:</p> <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions • Self-edit to make corrections. 	<p>With guidance and support, student is able to:</p> <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self -edit to make corrections. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to correct errors. • Reread and revise own writing to clarify and enhance writing. 	<p>Student consistently and independently is able to:</p> <ul style="list-style-type: none"> • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing.

4. Applies conventions of grammar and usage (L.1.1; L.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>Student rarely applies grade level grammar/usage including:</p> <ul style="list-style-type: none"> • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words 	<p>Student is beginning to apply grade level grammar/usage including:</p> <ul style="list-style-type: none"> • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words 	<p>Student consistently applies grade level grammar/usage including:</p> <ul style="list-style-type: none"> • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words 	<p>Student consistently applies above grade level grammar/usage including:</p> <ul style="list-style-type: none"> • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words
2	<p>Student rarely applies grade level grammar/usage as listed in the 1st Trimester plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory) 	<p>Student is beginning to apply grade level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory) 	<p>Student consistently applies grade level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory) 	<p>Student consistently applies above grade level grammar/usage as listed in the 1st Trimester, plus:</p> <ul style="list-style-type: none"> • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)

			<ul style="list-style-type: none"> Includes determiners (this, that, these, those) and prepositions 	<ul style="list-style-type: none"> Includes determiners (this, that, these, those) and prepositions
3	<p>Student rarely applies grade level grammar/usage as listed in the 1st and 2nd Trimesters plus:</p> <ul style="list-style-type: none"> Varies choice of describing words as a way to clarify meaning (big, gigantic). Common, proper and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student is beginning to apply grade level grammar/usage as listed in the 1st and 2nd Trimesters plus:</p> <ul style="list-style-type: none"> Varies choice of describing words as a way to clarify meaning (big, gigantic). Common, proper and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Varies choice of describing words as a way to clarify meaning (big, gigantic). Common, proper and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because). 	<p>Student consistently applies above grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus:</p> <ul style="list-style-type: none"> Varies choice of describing words as a way to clarify meaning (big, gigantic). Common, proper and possessive nouns. Uses conjunctions to expand ideas (and, but, so, or, because).

5. Publishes a writing piece with the structure and characteristics of a particular genre (opinion, narrative, expository). (W.1.1; W.1.2; W.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<p>With guidance and support student rarely</p> <ul style="list-style-type: none"> focuses on a topic adds details to strengthen writing 	<p>With guidance and support student can sometimes</p> <ul style="list-style-type: none"> focus on a topic add details to strengthen writing 	<p>With guidance and support student can</p> <ul style="list-style-type: none"> focus on a topic add details to strengthen writing 	<p>Student consistently and independently</p> <ul style="list-style-type: none"> focuses on a topic adds details to strengthen writing

Language

1. Acquires and uses grade-level appropriate vocabulary (L.1.4; L.1.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> With guidance and support, the student is beginning to recognize and understand grade level appropriate vocabulary words through direct instruction, 	<ul style="list-style-type: none"> Student often recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud. 	<ul style="list-style-type: none"> Student consistently recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud. 	<ul style="list-style-type: none"> Student consistently recognizes and applies above-grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud.

	<p>concrete experiences, reading, and listening to text read aloud.</p> <ul style="list-style-type: none"> • Unable to read learned vocabulary consistently. Little or no understanding of the words. 	<ul style="list-style-type: none"> • Reads learned vocabulary accurately. Limited or inconsistent understanding of those words. • 	<ul style="list-style-type: none"> • Reads learned vocabulary accurately and understands the meaning of those words. 	<ul style="list-style-type: none"> • Reads learned vocabulary accurately and understands the meaning of these words. Uses context clues to determine the meaning of new words.
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2. Learns and applies word study skills and strategies (phonics, spelling, vocabulary) to written work (L.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Displays partial mastery of weekly spelling tests • Numerous spelling errors that detract from meaning • Does not spell high frequency words correctly • Does not attempt to spell untaught words through application of phonic skills and spelling strategies 	<ul style="list-style-type: none"> • Display partial mastery of weekly spelling tests • Patterns of spelling errors that begin to interfere with meaning • Attempts to spell high frequency words correctly • Attempts to spell untaught words with lack of phonemic awareness and spelling strategies 	<ul style="list-style-type: none"> • Consistently masters weekly spelling tests with 90% -95% accuracy • Applies spelling patterns; some errors do not interfere with meaning • Spells most high frequency words correctly • Attempts to spell untaught words phonetically 	<ul style="list-style-type: none"> • Consistently masters weekly spelling tests with 100% accuracy • Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words • Spells high frequency words correctly • Spells untaught words phonetically with minimal errors

3. Applies writing mechanics (punctuation, capitalization, complete sentences) (L.1.1; L.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Does not produce writing 	<ul style="list-style-type: none"> • Does not use end punctuation 	<ul style="list-style-type: none"> • Use of end punctuation is inconsistent • Attempts to use commas • Capitalizes first words in a sentence and I 	<ul style="list-style-type: none"> • Uses end punctuation consistently • Uses commas in dates and to separate single words in a series • Capitalizes first words in a sentence, I, dates, and names of people

2	<ul style="list-style-type: none"> • Does not use end punctuation 	<ul style="list-style-type: none"> • Use of end punctuation is inconsistent • Attempts to use commas • Capitalizes first words in a sentence and I 	<ul style="list-style-type: none"> • Uses end punctuation consistently • Uses commas in dates and to separate single words in a series • Capitalizes first words in a sentence, I 	<ul style="list-style-type: none"> • Uses end punctuation consistently • Uses commas in dates and to separate single words in a series • Capitalizes first words in a sentence, I, dates, and names of people
3	<ul style="list-style-type: none"> • Does not use end punctuation • Does not use commas • Does not follow capitalization rules 	<ul style="list-style-type: none"> • Uses correct end punctuation inconsistently • Attempts to use commas • Capitalizes first words in a sentence and I 	<ul style="list-style-type: none"> • Uses correct end punctuation consistently • Uses commas in dates and to separate single words in a series • Capitalizes first words in a sentence, I, dates and the names of people 	<ul style="list-style-type: none"> • Uses end punctuation appropriately • Uses commas in dates, to separate single words in a series, and in greetings and closings of letters • Uses apostrophes to form contractions and frequently occurring possessives • Capitalizes first words in a sentence, I, dates, and names of people, holidays, product nouns and geographic names

4. Forms letters and numbers correctly and produces neat legible work (L.1.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student does not form letters and numbers correctly • Student does not space letters correctly or write with appropriate spacing between words • Student does not produce neat and legible work 	<ul style="list-style-type: none"> • Student rarely forms letters and numbers correctly • Student occasionally spaces letters correctly and writes with appropriate spacing between words • Student occasionally produces neat and legible work 	<ul style="list-style-type: none"> • Student forms letters and numbers correctly • Student spaces letters correctly and writes with appropriate spacing between words • Student produces neat and legible work 	<ul style="list-style-type: none"> • Student consistently forms all letters and numbers correctly • Student consistently writes with appropriate spacing of letter and between words • Student consistently produces neat and legible work

Listening and Speaking

1. Expresses ideas clearly and effectively (SL.1.1; SL.1.2; SL.1.4; SL.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> Student attempts to describe familiar people, places, things and events 	<ul style="list-style-type: none"> Student describes familiar people, place, things and events and, with prompting and support, provides additional detail 	<ul style="list-style-type: none"> Student describes people, places, things and events with relevant details, expressing ideas and feelings clearly 	<ul style="list-style-type: none"> Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

2. Demonstrates listening skills for information and understanding (SL.1.1; SL.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> Student requests clarification of a text read aloud or information presented orally or through other media by asking questions Student asks questions about what a speaker says in order to seek help 	<ul style="list-style-type: none"> Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood Student asks about what a speaker says in order to seek help or get information 	<ul style="list-style-type: none"> Student asks and answers questions about key details in a text read aloud or information presented orally or through another media Students asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood 	<ul style="list-style-type: none"> Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media Student asks and answers questions about what a speaker says in order to clarify comprehension or deepen understanding of a topic or issue

3. Participates in group discussions actively and appropriately (SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student occasionally participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student consistently participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	<ul style="list-style-type: none"> • Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others • Student extends his/her ideas and understanding in light of the discussion

Art

1. Demonstrates understanding of skills & concepts

(Art Elements: Introduction and exploration of line, shape, texture, and color. Materials and Tools: Exploration and Use. Creativity and originality)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	<ul style="list-style-type: none"> • Student is not able to understand and effectively use lines, texture, shapes and colors. • Student does not explore available materials with appropriate care and use. • Student does not demonstrate original ideas. 	<ul style="list-style-type: none"> • Student is beginning to understand and effectively use lines, texture, shapes and colors. • Student is beginning to explore available materials with appropriate care and use. • Student is beginning to demonstrate original ideas 	<ul style="list-style-type: none"> • Student understands and effectively uses lines, texture, shapes and colors. • Student explores available materials with appropriate care and use. • Student demonstrates original ideas. 	<ul style="list-style-type: none"> • Student consistently understands and effectively uses lines, texture, shapes and colors. • Student consistently explores available materials with appropriate care and use. • Student consistently demonstrates original ideas.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task

			<ul style="list-style-type: none"> •Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	<ul style="list-style-type: none"> •Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities
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Music

1. Demonstrates understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is not able to: <ul style="list-style-type: none"> • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression 	Student is beginning to: <ul style="list-style-type: none"> • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression 	Student: <ul style="list-style-type: none"> • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression 	Student consistently: <ul style="list-style-type: none"> • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task •Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task •Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Media Arts/Technology

1. Demonstrates Understanding of skills & concepts (Operations and Concepts; Materials and Tools; Production/Creativity Collaboration)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	<ul style="list-style-type: none"> • Student rarely returns library books on time, has difficulty understanding library and technology terminology when used by the teacher; cannot identify specific keys on a keyboard and cannot name ways to use the internet safely • Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs and databases. • Student does not demonstrate understanding of creation of media products. 	<ul style="list-style-type: none"> • Student occasionally returns library books on time; is beginning to understand terminology when used by the teacher and is beginning to learn ways to use the internet safely. • Student can identify specific keys on a keyboard; uses books, desktop publishing programs and databases with guidance. • Student attempts to create media products. 	<ul style="list-style-type: none"> • Student frequently returns library books on time; understands terminology during instruction and is beginning to understand ways to use the internet safely. • Student can touch type, is beginning to use books, desktop publishing programs and databases for information. • Student completes media products as instructed. 	<ul style="list-style-type: none"> • Student consistently returns library books on time; uses terminology correctly and can name ways to use the internet safely. • Student types carefully; uses basic elements of books, desktop publishing programs and databases for information. • Student consistently applies skills and original ideas in the creation of media products.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Mathematics
Operations and Algebraic Thinking

1. Demonstrates the ability to add within 20 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 	Sometimes: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 	Consistently: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
2	With guidance and support: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	Sometimes: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	Consistently: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
3	With guidance and support: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems involving 	Sometimes: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems 	Consistently: <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems 	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies

	<p>situations or adding to, putting together, and comparing within unknowns in all positions</p> <ul style="list-style-type: none"> Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>involving situations or adding to, putting together, and comparing within unknowns in all positions</p> <ul style="list-style-type: none"> Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>involving situations or adding to, putting together, and comparing within unknowns in all positions</p> <ul style="list-style-type: none"> Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>accurately that have not yet been taught in class.</p>
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2. Demonstrates the ability to subtract within 20 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<p>With guidance and support:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Subtracts whole numbers within 20 using strategies including making 10 	<p>Sometimes:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Subtracts whole numbers within 20 using strategies including making 10 	<p>Consistently:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Subtracts whole numbers within 20 using strategies including making 10 	<p>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</p>
2	<p>With guidance and support:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Sometimes:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Consistently:</p> <ul style="list-style-type: none"> Counts forward or backward from any number within 20 to solve subtraction problems Adds whole numbers within 20 using strategies including making 10 Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</p>

3	<p>With guidance and support:</p> <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Sometimes:</p> <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Consistently:</p> <ul style="list-style-type: none"> Counts forward from any number within 20 to solve addition problems Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions Solve addition problems with three whole numbers with sums less than or equal to 20. 	<p>Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.</p>
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3. Demonstrates fluency for addition facts within 10 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support adds up to sums of 5, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 5 using rote memory	Consistently adds up to sums of 5 using rote memory	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
2	With guidance and support adds up to sums of 10, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 10 using rote memory	Consistently adds up to sums of 10 using rote memory	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
3	With guidance and support adds up to sums of 10, using strategies such as counting on, relationships between addition and subtraction	Sometimes adds up to sums of 10 using rote memory	Consistently adds up to sums of 10 using rote memory	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies

	and creating equivalent but easier or known sums			accurately that have not yet been taught in class
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4. Demonstrates fluency for subtraction facts within 10 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, subtracts within 5, using mental strategies such as counting on or back and the relationship between addition and subtraction	Sometimes demonstrates fluency when subtracting within 5. Uses mental strategies such as counting on or back and the relationship between addition and subtraction	Consistently demonstrates fluency when subtracting within 5. Uses mental strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
2	With guidance and support, subtracts within 5, using strategies such as counting on or back and the relationship between addition and subtraction	Sometimes demonstrates fluency when subtracting within 5. Uses strategies such as counting on or back and the relationship between addition and subtraction	Consistently demonstrates fluency when subtracting within 5. Uses strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
3	With guidance and support, subtracts within 10, using strategies such as counting on or back and the relationship between addition and subtraction	Sometimes demonstrates fluency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	Consistently demonstrates fluency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class

5. Solves addition word problems (1.OA.A.1; 1.OA.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	<ul style="list-style-type: none"> Unable to use addition to 10 to solve word problems involving situations of adding to, putting 	<ul style="list-style-type: none"> With prompting and support uses addition to 10 to solve word problems involving situations of 	<ul style="list-style-type: none"> Independently uses addition to 10 to solve word problems involving situations of adding to, putting 	Applies knowledge of addition to solve and explain complex word

	together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	problems and equations involving 2 or 3 whole numbers
3	<ul style="list-style-type: none"> Unable to use addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> With prompting and support uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> Independently uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. 	Applies knowledge of addition to solve and explain complex word problems and equations involving 3 whole numbers

6. Solves subtraction word problems (1.OA.A.1; 1.OA.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	<ul style="list-style-type: none"> Unable to use subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> With prompting and support uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> Independently uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	Applies knowledge of subtraction to solve and explain complex word problems and equations.
3	<ul style="list-style-type: none"> Unable to use subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> With prompting and support uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	<ul style="list-style-type: none"> Independently uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown. 	Applies knowledge of addition to solve and explain complex word problems and equations.

Numbers and Operations in Base Ten

1. Reads, writes and counts to 120 (1.NBT.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	<ul style="list-style-type: none"> • Student is unable to count to 120 • Student is unable to read and write numerals and represent a number of objects (to 80) with a written numeral 	<ul style="list-style-type: none"> • With prompting and support, student is able to count to 120 • With prompting and support student is able to read and write numerals and represent a number of objects (to 80) with a written numeral 	<ul style="list-style-type: none"> • Independently, student is able to count to 120 • Independently, student is able to read and write numerals and represent a number of objects (to 80) with a written numeral 	<ul style="list-style-type: none"> • Consistently, student is able to independently count above 120 • Student reads and writes numerals and represent a number of objects(above 80) with a written numeral
3	<ul style="list-style-type: none"> • Student is unable to count to 120 • Student is unable to read and write numerals and represent a number of objects (to 120) with a written numeral 	<ul style="list-style-type: none"> • With prompting and support, student is able to count to 120 • With prompting and support student is able to read and write numerals and represent a number of objects (to 120) with a written numeral 	<ul style="list-style-type: none"> • Independently, student is able to count to 120 • Independently, student is able to read and write numerals and represent a number of objects (to 120) with a written numeral 	<ul style="list-style-type: none"> • Consistently, student is able to independently count above 120 • Student reads and writes numerals and represent a number of objects(above 120) with a written numeral

2. Understand place value (tens and ones) (1.NBT.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones.	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones.	Independently understands that the two digits (of a two-digit number) represent amounts of tens and ones	Independently applies place value knowledge in situations involving more than two digit numbers.
3	Student is unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones.	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones.	Independently and consistently understands that the two digits (of a two-digit number) represent amounts of tens and ones.	<ul style="list-style-type: none"> • Independently applies place value knowledge in situations involving more than two digit numbers. • Understands that the digits of a three-digit number represent amounts of hundreds, tens and ones.

3. Uses symbols to compare numbers (<, >, =) (1.NBT.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable to compare two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	With prompting and support understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Independently understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Student extends understanding the meaning of >, < and =. Compares three digit numbers, recording the results of comparisons with >, <, and =.
3	Unable to compare two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	With prompting and support understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Independently understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Student extends understanding the meaning of >, < and =. Compares three digit numbers, recording the results of comparisons with >, <, and =.

4. Writes & solves addition problems with one and two-digit numbers (1.NBT.C.4; 1.NBT.C.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to use addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
2	Student is unable to use addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.

3	Student is unable to solve problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, student solves problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently solves word problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently uses addition beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
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5. Writes & solves subtraction problems with one and two-digit numbers (1.NBT.C.5; 1.NBT.C.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to use subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
2	Student is unable to use subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
3	Student is unable to solve word problems that call for subtraction up to 20 to solve problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, student solves word problems that call for subtraction up to 20 to solve problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently solves problems that call for subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently uses subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.

Measurement and Data

1. Compares, orders, and measures length in objects (1.MD.A.1-2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	<ul style="list-style-type: none"> • Able to order three objects by length and express the length of the object, but unable to compare the lengths of two objects by using the third object. • Unable to measure an object’s length by laying multiple copies end to end with no over overlap. 	<ul style="list-style-type: none"> • With prompting and support orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object’s length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units. 	<ul style="list-style-type: none"> • Consistently and independently orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object’s length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units. 	Extends and applies concepts of measuring, comparing, and ordering lengths. Demonstrates depth of understanding and/or applies skills and strategies accurately that have not yet been taught.

2. Tells and writes time in hours and half-hours (1.MD.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates ability to tell and write time in hours and half-hours using analog and digital clocks. Teacher support required.	Student is beginning to demonstrate ability to tell and write time in hours and half-hours using analog and digital clocks. Student may need extra support from teacher.	Student consistently demonstrates ability to tell time in hours and half-hours using analog and digital clocks.	Student independently extends ability to tell and write time using analog and digital clocks to the nearest 5 minutes, using AM and PM.

3. Organizes and interprets data (1.MD.C.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
	NOT ASSESSED AT THIS TIME			
2	Student rarely demonstrates ability to: <ul style="list-style-type: none"> • Represents data using tallies. 	Student is beginning to: <ul style="list-style-type: none"> • Represents data using tallies. 	Student consistently: <ul style="list-style-type: none"> • Represents data using tallies. 	Student demonstrates the ability to:

	<ul style="list-style-type: none"> Organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category. Teacher support required. 	<ul style="list-style-type: none"> Demonstrate ability to organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another. Student may need extra support from teacher and/or manipulatives. 	<ul style="list-style-type: none"> Demonstrates ability to organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points - how many in each category and how many more or less are in one category than in another. 	<ul style="list-style-type: none"> Organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another. Student independently gathers information and represents data by drawing a picture graph and bar graph to represent a data set with at least four categories Student can independently explain and extend the data. Student makes predictions and draws conclusions based on the data.
3	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> Organize, represent and interpret data with up to three categories. Ask and answer questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). 	<p>With prompting and support:</p> <ul style="list-style-type: none"> Organizes, represents, and interprets data with up to three categories. Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). 	<p>Independently and Consistently:</p> <ul style="list-style-type: none"> Organizes, represents and interprets data with up to three categories Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). 	<p>Meets all the criteria of a 3 and analyzes data representations to make predictions and draw conclusions.</p>

Geometry

1. Identifies, describes & compares two and three-dimensional shapes & objects

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			

2	Unable to distinguish between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and build and draw shapes that possess defining attributes.	With prompting and support distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Independently and consistently distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Meets the criteria for a 3 and also evaluates and compares shapes by attributes using formal mathematical language.
3	Unable to: <ul style="list-style-type: none"> • Compare and contrast two or three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. 	With prompting and support: <ul style="list-style-type: none"> • Compares and contrasts two or three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. 	Independently and consistently: <ul style="list-style-type: none"> • Compares and contrasts two and three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. 	Independently and consistently: <ul style="list-style-type: none"> • Meets the criteria for a 3 and explains the new shapes composed using formal mathematical language.

2. Correctly divides basic shapes into halves and quarters

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates ability to: <ul style="list-style-type: none"> • Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. • Describe the whole as <i>two of</i>, or <i>four of</i> the shares • Understand for these examples that decomposing 	Student is beginning to demonstrate ability to: <ul style="list-style-type: none"> • Partition circles rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. • Describe the whole as <i>two of</i>, or <i>four of</i> the shares • Understand for these examples that decomposing 	Student consistently demonstrates ability to: <ul style="list-style-type: none"> • Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. • Describe the whole as <i>two of</i>, or <i>four of</i> the shares • Understand for these examples that decomposing 	Student independently extends ability to: <ul style="list-style-type: none"> • Partition circles and rectangles into three shapes, describing the shares using the word <i>thirds</i> and use the phrase <i>third of</i>. • Describe the whole as <i>three thirds</i>. • Recognize that equal shares of identical whole need not have the same shape.

	into more equal shares creates smaller shares. <ul style="list-style-type: none"> • Teacher support required. 	into more equal shares creates smaller shares. <ul style="list-style-type: none"> • Student may need extra support from teacher. 	into more equal shares creates smaller shares.	
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Mathematical Practices

1. Makes sense of problems and perseveres in solving them

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	When given a problem, student is unable to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. 	When given a problem, student, with prompting and support, is sometimes able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. 	When given a problem, student is consistently able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. 	When given a problem, student is consistently and independently able to: <ul style="list-style-type: none"> • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. • Suggest at least one other way to solve the problem.

2. Clearly explains mathematical thinking and problem solving

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely communicates mathematical thinking using	Student sometimes communicates mathematical thinking using	Student consistently communicates mathematical	Student independently and consistently communicates

	drawings, diagrams, symbols, and/or relevant math vocabulary.	drawings, diagrams, symbols, and/or relevant math vocabulary.	thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.
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3. Efficiently applies strategies to solve math problems

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	<ul style="list-style-type: none"> • Student is unable or rarely able to use strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 12. 	<ul style="list-style-type: none"> • Student sometimes uses strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 12. 	<ul style="list-style-type: none"> • Student uses strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student uses strategies (related addition, drawings, concrete items) with differences through 12. 	Student consistently internalizes sums and differences through 12 without using strategies.
2	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student identifies and uses patterns to solve problems.	<ul style="list-style-type: none"> • Student identifies and uses patterns in everyday situations • Student makes insightful connections to other ideas and concepts independently
3	<ul style="list-style-type: none"> • Student is unable or rarely able to use strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student is unable or rarely able to use strategies (related facts, fact families) with differences to 18 	<ul style="list-style-type: none"> • Student sometimes uses strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student sometimes uses strategies (related facts, fact families) with differences to 18 	<ul style="list-style-type: none"> • Student uses strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student uses strategies (related facts, fact families) with differences to 18 	Student consistently internalizes sums and differences through 18 without using strategies

Social Studies

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely or is unable to:	Student occasionally:	Student:	Student consistently:

	<ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
2	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
3	<p>Student rarely or is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics. 	<p>Student occasionally:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics. 	<p>Student:</p> <ul style="list-style-type: none"> • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies.

				<ul style="list-style-type: none"> Participates in discussions and activities related to social studies topics.
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Science

1. Demonstrates understanding of content and core ideas

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: <ul style="list-style-type: none"> Demonstrate understanding of key concepts and vocabulary for the unit. Share some observations relevant to investigations by analyzing data collected. Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	Student is able to: <ul style="list-style-type: none"> Begin to demonstrate understanding of key concepts and vocabulary for the unit. Share some observations relevant to investigations by analyzing data collected. Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	Student is able to: <ul style="list-style-type: none"> Understand key concepts and vocabulary for the unit. Share observations relevant to investigations by analyzing data collected. Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	Student is able to: <ul style="list-style-type: none"> Extend key concepts and vocabulary for the unit in real world situations Apply observations to ideas beyond investigation by analyzing data collected. Actively participate independently in planning and conducting an investigation in collaboration with peers. Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
2	Student is unable to: <ul style="list-style-type: none"> Demonstrate understanding of key concepts and vocabulary for the unit. Share some observations relevant to investigations by analyzing data collected. 	Student is able to: <ul style="list-style-type: none"> Begin to demonstrate understanding of key concepts and vocabulary for the unit. Share some observations relevant to investigations by analyzing data collected. 	Student is able to: <ul style="list-style-type: none"> Understand key concepts and vocabulary for the unit. Share observations relevant to investigations by analyzing data collected. Participate in planning and conducting an investigation in 	Student is able to: <ul style="list-style-type: none"> Extend key concepts and vocabulary for the unit in real world situations Apply observations to ideas beyond investigation by analyzing data collected.

	<ul style="list-style-type: none"> • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<ul style="list-style-type: none"> • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>collaboration with peers and with teacher guidance.</p> <ul style="list-style-type: none"> • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	<ul style="list-style-type: none"> • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
3	<p>Student is unable to:</p> <ul style="list-style-type: none"> • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas. 	<p>Student is able to:</p> <ul style="list-style-type: none"> • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.

Physical Education/Health

1. Demonstrates competency in movement skills & concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: <ul style="list-style-type: none"> • Gross and fine motor skills • Selection of appropriate strategies to accomplish activities • Safety • Wellness 	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark
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2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class 	Student consistently: <ul style="list-style-type: none"> • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class