

Grade 3 Report Card Companion Rubrics

Trimester 1

Language Arts Literacy: Reading

1. Reads at grade level.				
	1	2	3	4
Trimester 1	Reads at an independent level 18 or below	Reads at an independent level 20-24	Reads at an independent level 28-30	Reads at an independent level 34 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: • previewing a book, using the title, blurb, cover, and chapter titles to make predictions. • making predictions about what main characters will do or say and supporting those predictions with evidence from the text. • visualizing the setting, characters, and events as they read. • monitoring for understanding as they read, using “fix-up” strategies when necessary. • identifying the setting (time and place) of a book. • using multiple strategies including sentence clues and parts of a word to figure out the meaning of unfamiliar words. • summarizing a story including story elements (plot, character, setting) in a sequence.	With prompting and support, student: • previews a book, using the title, blurb, cover, and chapter titles to make predictions. • makes predictions about what main characters will do or say and supports those predictions with evidence from the text. • visualizes the setting, characters, and events as they read. • monitors for understanding as they read, using “fix-up” strategies when necessary. • identifies the setting (time and place) of a book. • uses multiple strategies including sentence clues and parts of a word to figure out the meaning of unfamiliar words. • summarizes a story including story elements (plot, character, setting) in a sequence.	Student consistently meets expectations by: • previewing a book, using the title, blurb, cover, and chapter titles to make predictions about plot and characters. • making predictions about what main characters will do or say and supporting those predictions with evidence from the text. • visualizing the setting, characters, and events as they read. • monitoring for understanding as they read, using “fix-up” strategies when necessary. • identifying the setting (time and place) of a book. • using multiple strategies including sentence clues and parts of a word to figure out the meaning of unfamiliar words. • summarizing a story including story elements (plot, character, setting) in a sequence.	Student expands on and exceeds expectations by: • previewing the book, making predictions about potential themes using the title, blurb, cover, chapter titles, and genre. • drawing on early parts of the text as well as character traits and motivations to make predictions and visualize the text. • reading, paying attention to the ways the parts of the story should fit together and using “fix up” strategies when necessary. • understanding changes in setting, particularly when the story is not told sequentially. • using connotation, prefixes and suffixes, and an understanding of figurative language to make sense of unfamiliar words. • summarizing a story in ways that shows connection between the important parts of a story and story elements, and identifying themes.
3. Interpretive Reading				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: • identifying character traits and distinguishing between character traits and character feelings. • identifying the big life lesson a character learned at the end of a story. • comparing and contrasting story elements like character setting or life lessons across two or more books. • using parts of the story to support their thinking.	With prompting and support, student: • identifies character traits and distinguishes between character traits and character feelings. • identifies the big life lesson a character learned at the end of a story. • compares and contrasts story elements like character setting or life lessons across two or more books. • uses parts of the story to support their thinking.	Student consistently meets expectations by: • identifying character traits and distinguishing between character traits and character feelings. • identifying the big life lesson a character learned at the end of a story. • comparing and contrasting story elements like character setting or life lessons across two or more books. • using parts of the story to support their thinking.	Student expands on and exceeds expectations by: • identifying character motivations and the ways characters may be different on the outside than on the inside or in one part of a story than another. • identifying themes as they read, adjusting their ideas based on what happens in the story. • comparing and contrasting themes across multiple books or comparing and contrasting multiple versions of the same story. • using specific and relevant details from the text to support their thinking.
4. Analytic Reading				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: • noticing when the author has done something that stands out and questioning the author’s purpose.	With prompting and support, student: • notices when the author has done something that stands out and questions the author’s purpose.	Student consistently meets expectations by: • noticing when the author has done something that stands out and questioning the author’s purpose.	Student expands on and exceeds expectations by: • questioning the author’s specific word choices and its connection to story elements. • rereading keeping new ideas about the world in mind.

	• using details in fiction to grow ideas about the world and their place in it. • comparing a characters' experiences with their own. • noticing when something happens in a text that is not fair and thinking about what could have happened instead.	• uses details in fiction to grow ideas about the world and their place in it. • compares a characters' experiences with their own. • notices when something happens in a text that is not fair and thinking about what could have happened instead.	• using details in fiction to grow ideas about the world and their place in it. • comparing a characters' experiences with their own. • noticing when something happens in a text that is not fair and thinking about what could have happened instead.	• identifying the connection between characters' actions and themes. • questioning the theme, asking "Do I agree?"
5. Demonstrates Stamina				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: • demonstrating stamina during reading and writing workshop for 20-25 minutes.	With prompting and support, student: • demonstrates stamina during reading and writing workshop for 20-25 minutes.	Student consistently meets expectations by: • demonstrating stamina during reading and writing workshop for 20-25 minutes.	Student expands on and exceeds expectations by: • demonstrating stamina during reading and writing workshop for more than 25 minutes.

Language Arts Literacy: Writing

Narrative Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - telling the story bit by bit. - writing beginnings that help the reader know who the characters are and what the setting is in the story. - choosing the action, talk, or feeling that would make a good ending and worked to write it well.	With prompting and support, student: - tells the story bit by bit. - writes beginnings that help the reader know who the characters are and what the setting is in the story. - chooses the action, talk, or feeling that would make a good ending and worked to write it well.	Student consistently meets expectations by: - telling the story bit by bit. - writing beginnings that help the reader know who the characters are and what the setting is in the story. - choosing the action, talk, or feeling that would make a good ending and worked to write it well.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - telling the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. - using paragraphs and skips lines to separate what happened first from what happened later in the story.	With prompting and support, student: - tells the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. - uses paragraphs and skips lines to separate what happened first from what happened later in the story.	Student consistently meets expectations by: - telling the story in order by using phrases such as <i>a little later</i> and <i>after that</i>. - using paragraphs and skips lines to separate what happened first from what happened later in the story.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - developing stories by showing what happens to and within the characters. - telling stories in ways that allow readers to picture what was happening and bring the story to life.	With prompting and support, student: - develops stories by showing what happens to and within the characters. - tells stories in ways that allow readers to picture what was happening and bring the story to life.	Student consistently meets expectations by: - developing stories by showing what happens to and within the characters. - telling stories in ways that allow readers to picture what was happening and bring the story to life.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple and compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	With prompting and support, student: - applies principles of phonics to spell words - generalizes learned spelling patterns and rules when writing - uses conventional spelling for high-frequency and studied words - produces complete simple and compound sentences - demonstrates command and use of conventions - consults reference materials as needed to check and correct spellings.	Student consistently meets expectations by: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple and compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.

Language Arts Literacy: Speaking and Listening

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: • following rules for discussion. • drawing on prior knowledge to participate in discussion. • asking questions to check understanding and stay on topic. • explaining own ideas to further the discussion.	With prompting and support, student: • follows rules for discussion. • draws on prior knowledge to participate in discussion. • asks questions to check understanding and stay on topic. • explains own ideas to further the discussion.	Student consistently meets expectations by: • following rules for discussion. • drawing on prior knowledge to participate in discussion. • asking questions to check understanding and stay on topic. • explaining own ideas to further the discussion.	Student expands on and exceeds expectations by: • demonstrating advanced speaking and listening skills.
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: • telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. • producing complete sentences, speaking clearly and at an understandable pace.	With prompting and support, student: • tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. • produces complete sentences, speaks clearly and at an understandable pace.	Student consistently meets expectations by: • telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. • producing complete sentences, speaking clearly and at an understandable pace	Student expands on and exceeds expectations by: • demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: • listening to information being presented and determining main ideas and supporting details. • asking and answering questions about the information presented, offering appropriate elaboration and detail.	With prompting and support, student: • listens to information being presented and determines main ideas and supporting details. • asks and answers questions about the information presented, offering appropriate elaboration and detail.	Student consistently meets expectations by: • listening to information being presented and determining main ideas and supporting details. • asking and answering questions about the information presented, offering appropriate elaboration and detail.	Student expands on and exceeds expectations by: • demonstrating advanced speaking and listening skills.

Mathematics

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - representing multiplication as equal groups with concrete objects and/or drawings. - representing division by equally sharing groups of concrete objects and/or drawings. - solving number stories involving equal groups. - using fact triangles to generate fact families. - determining the unknown product or factor in multiplication and division equations involving 1s, 2s, 5s, and 10s facts. - using mental computation and estimation strategies to determine whether answers to addition and subtraction problems are reasonable. - solving 2-step number stories involving addition and subtraction using pictures, words, or numbers. - representing problems using equations with a ? standing for the unknown quantity	With prompting and support, student: - represents multiplication as equal groups with concrete objects and/or drawings. - represents division by equally sharing groups of concrete objects and/or drawings. - solves number stories involving equal groups. - uses fact triangles to generate fact families. - determines the unknown product or factor in multiplication and division equations involving 1s, 2s, 5s, and 10s facts. - uses mental computation and estimation strategies to determine whether answers to addition and subtraction problems are reasonable. - solves 2-step number stories involving addition and subtraction using pictures, words, or numbers. - represents problems using equations with a ? standing for the unknown quantity	Student consistently meets expectations by: - representing multiplication as equal groups with concrete objects and/or drawings. - representing division by equally sharing groups of concrete objects and/or drawings. - solving number stories involving equal groups. - using fact triangles to generate fact families. - determining the unknown product or factor in multiplication and division equations involving 1s, 2s, 5s, and 10s facts. - using mental computation and estimation strategies to determine whether answers to addition and subtraction problems are reasonable. - solving 2-step number stories involving addition and subtraction using pictures, words, or numbers. - representing problems using equations with a ? standing for the unknown quantity	Student expands on and exceeds expectations by: - solving 2-step number stories using addition and subtraction. - representing multiplication as equal groups using arrays - interpreting products of whole numbers (i.e. interpret 5×7 as the total number of objects in 5 groups of 7 objects each) - interpreting whole number quotients of whole numbers. (i.e. interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares) - using multiplication and division to solve number stories - modeling number stories involving multiplication - knowing all square products of one-digit numbers. - knowing the multiplication/division fact families for products and quotients of 0, 1, 2, 3, 5, 9, & 10. - using the multiplication table to determine whether numbers are even or odd.
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - using number lines and place value understanding to round whole numbers to the nearest 10 or 100. - adding and subtracting within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies.	With prompting and support, student: - uses number lines and place value understanding to round whole numbers to the nearest 10 or 100. - adds and subtracts within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies.	Student consistently meets expectations by: - using number lines and place value understanding to round whole numbers to the nearest 10 or 100. - adding and subtracting within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies.	Student expands on and exceeds expectations by: - fluently adding within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - fluently subtracting within 1000 using counting up, expand and trade, trade first, or other strategies.
3. Number and Operations - Fractions				
Trimester 1	No expectations for mastery at this point.			
4. Measurement, Data Literacy, and Geometry				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - telling and writing time to the nearest 5 minutes. - using an open number line or other tools to add time intervals in minutes. - using information in a given scaled bar graph to solve one-step “how many more/less” problems. - developing data-based questions and deciding what data should be collected to answer them. - collecting data or using existing data to answer data-based questions. - measuring length to the nearest inch using rulers marked with whole and $\frac{1}{2}$ inch.	With prompting and support, student: - tells and writes time to the nearest 5 minutes. - uses an open number line or other tools to add time intervals in minutes. - uses information in a given scaled bar graph to solve one-step “how many more/less” problems. - develops data-based questions and decides what data should be collected to answer them. - collects data or uses existing data to answer data-based questions. - measures length to the nearest inch using rulers marked with whole and $\frac{1}{2}$ inch.	Student consistently meets expectations by: - telling and writing time to the nearest 5 minutes. - using an open number line or other tools to add time intervals in minutes. - using information in a given scaled bar graph to solve one-step “how many more/less” problems. - developing data-based questions and deciding what data should be collected to answer them. - collecting data or using existing data to answer data-based questions. - measuring length to the nearest inch using rulers marked with whole and $\frac{1}{2}$ inch.	Student expands on and exceeds expectations by: - estimating the mass of objects. - representing a data set with several categories on a given scaled bar graph and scaled picture graph - solving one and two-step “how many more/less” problems from a given scaled bar graph - developing sophisticated data-based questions and deciding what data should be collected to answer them. - measuring lengths to the nearest half-inch. - representing data on a line plot. - recognizing area as an attribute of plane figures and understanding concepts of area measurement.

				• finding the area of a rectangle with whole-number side lengths by counting unit squares, tiling, and multiplying side lengths. • relating area to multiplication/addition. • distinguishing between area and perimeter. • classifying quadrilaterals. • dividing shapes into parts with equal areas.
5. Mathematical Practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: • making sense of problems and persevering in solving them. • reasoning abstractly and quantitatively. • constructing viable arguments and critiquing the reasoning of others. • modeling with mathematics. • using appropriate tools strategically. • attending to precision. • looking for and making use of structure. • looking for and expressing regularity in repeated reasoning	With prompting and support, student: • makes sense of problems and perseveres in solving them. • reasons abstractly and quantitatively. • constructs viable arguments and critiques the reasoning of others. • models with mathematics. • uses appropriate tools strategically. • attends to precision. • looks for and makes use of structure • looks for and expresses regularity in repeated reasoning	Student consistently meets expectations by: • making sense of problems and persevering in solving them. • reasoning abstractly and quantitatively. • constructing viable arguments and critiquing the reasoning of others. • modeling with mathematics. • using appropriate tools strategically. • attending to precision. • looking for and making use of structure. • looking for and expressing regularity in repeated reasoning	Student expands on and exceeds expectations by: • identifying multiple entry points to solutions and planning a solution pathway • regularly considering units, attending to the meaning of quantities, and flexibly using different operations. • generalizing and making formal arguments and critiquing the reasoning of others. • comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools. • detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources. • attending to precision by examining claims and calculating efficiently. • looking for and making use of structure in multiple ways and by shifting perspectives. • looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.

Science

Structures of Life				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating understanding of key concepts. - Organisms have a variety of observable structures and behaviors to help them survive. - Individual organisms of the same species have variations in their traits that may be advantageous in a particular environment. - When the environment changes, some organisms survive and reproduce, others move to new locations, and some die. - Organisms have varied but predictable life cycles; they reproduce their own kind by passing inherited characteristics to their offspring. - Food chains show feeding relationships between organisms. - Fossils provide evidence of extinct organisms and past environments.	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning. - Asks questions that can be investigated - Defines a problem that can be solved with included criteria and constraints - Develops and/or uses models to describe and make predictions about the natural world - Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation - Represents data in tables/graphical displays to reveal patterns and relationships - Uses logical reasoning while analyzing and interpreting data to make sense of the natural world - Uses evidence to construct and support explanations or design solutions to a problem - Constructs an argument with evidence, data, and/or a model - Makes claims about the merits of a solution based on criteria and constraints - Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

Social Studies

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: - identifying the rights and responsibilities of citizens. - describing the process by which a democratic community solves problems. - comparing procedures for making decisions in a variety of settings including classroom, school, government, and /or society. - identifying the levels of government, the functions of each level of government, and the ways that leaders are chosen in a representative democracy.	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by: - developing possible ways to solve a community problem. - participating in a decision-making process in a way that reflects the values of a democratic society. - describing the ways that citizens can participate in the government including by voting in elections, participating in public meetings and participating in peaceful demonstrations.	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

Art

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	Elements and Principles of Art			
	With consistent prompting and support, student has difficulty: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	With prompting and support, student: creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.	Student consistently meets expectations by: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.
	Art History / Art Appreciation			
	With consistent prompting and support, student has difficulty: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	With prompting and support, student: - uses basic art vocabulary. - identifies basic characteristics of artists' styles.	Student consistently meets expectations by: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - using basic art vocabulary. - identifying basic characteristics of artists' styles.
	Creative Process			
	With consistent prompting and support, student has difficulty: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.	With prompting and support, student: - applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. - gains control of media being used. - demonstrates safe and appropriate use of art materials and tools. - creates works of art based on observation of culturally diverse works of art and the world around them. - develops ideas in artwork through problem solving, independent thinking and imagination.	Student consistently meets expectations by: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.

Music

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - echoing the teacher's specified pitch patterns with accurate intonation. - performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments.	With prompting and support, student: - echoes the teacher's specified pitch patterns with accurate intonation. - performs specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments.	Student consistently meets expectations by: - echoing the teacher's specified pitch patterns with accurate intonation. - performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments.	Student expands on and exceeds expectations by consistently and independently: - echoing the teacher's specified pitch patterns with accurate intonation. - performing specified rhythm patterns and/or repeated musical phrases using basic rhythmic combinations on specified instruments.

Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the first trimester is entitled, “Las familias” (“Families”) Students will demonstrate the proficiency skills indicated within the context of family member vocabulary, size of families, and pets.				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	With prompting and support, student demonstrates the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	Student consistently meets expectations by demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.

Physical Education

1. Demonstrates understanding of skills and concepts				
Locomotor & Nonlocomotor Skills				
	1	2	3	4
Trimester 1	With consistent prompting and support, student has difficulty: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - correcting movement errors in response to feedback and explaining how the change improves performance.	With prompting and support, student: - explains and performs essential elements of movement skills. - uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. - corrects movement errors in response to feedback and explains how the change improves performance.	Student consistently meets expectations by: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - correcting movement errors in response to feedback and explaining how the change improves performance.	Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.

Trimester 2

Language Arts Literacy: Reading

1. Reads at grade level.				
	1	2	3	4
Trimester 2	Reads at an independent level 28 or below	Reads at an independent level 30	Reads at an independent level 34	Reads at an independent level 38 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: • previewing the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determining if nonfiction text is expository or narrative to organize themselves for reading. • creating images/models in their mind (boxes and bullets, timelines, diagrams) as they read, adding to the images as they get more information. • stopping after a chunk of text to review what they've read, monitoring for understanding as they read, and using "fix-up" strategies such as rereading when they can't determine the main idea of a text. • identifying main ideas and supporting details within a text. • making predictions about what main characters will do or say and supporting those predictions with evidence from the text. • visualizing the setting, characters, and events as they read. • summarizing a story including story elements (plot, character, setting) in a sequence.	With prompting and support, student: • previews the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determines if nonfiction text is expository or narrative to organize themselves for reading. • creates images/models in their mind (boxes and bullets, timelines, diagrams) as they read, adding to the images as they get more information. • stops after a chunk of text to review what they've read, monitors for understanding as they read, and uses "fix-up" strategies such as rereading when they can't determine the main idea of a text. • identifies main ideas and supporting details within a text. • makes predictions about what main characters will do or say and supports those predictions with evidence from the text. • visualizes the setting, characters, and events as they read. • summarizes a story including story elements (plot, character, setting) in a sequence.	Student consistently meets expectations by: • previewing the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determining if nonfiction text is expository or narrative to organize themselves for reading. • creating images/models in their mind (boxes and bullets, timelines, diagrams) as they read, adding to the images as they get more information. • stopping after a chunk of text to review what they've read, monitoring for understanding as they read, and using "fix-up" strategies such as rereading when they can't determine the main idea of a text. • identifying main ideas and supporting details within a text. • making predictions about what main characters will do or say and supporting those predictions with evidence from the text. • visualizing the setting, characters, and events as they read. • summarizing a story including story elements (plot, character, setting) in a sequence.	Student expands on and exceeds expectations by: • previewing the text using text structures to decide what to read and in what order. • using mental models to catch new information as they read. • reading, paying attention to the ways the parts of the story should fit together and using "fix up" strategies when necessary. • summarizing as they read to determine the main idea and using text structures to determine importance. • summarizing a story in ways that shows connection between the important parts of a story and story elements, and identifying themes • identifying character motivations and the ways characters may be different on the outside than on the inside or in one part of a story than another. • identifying themes as they read, adjusting their ideas based on what happens in the story. • comparing and contrasting themes across multiple books or comparing and contrasting multiple versions of the same story.
3. Interpretive Reading				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: • talking and writing about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • identifying when a text is structured as a compare-contrast. • identifying character traits and distinguishing between character traits and character feelings. • identifying how a character changes across a story and the key moments in the story that caused the character to change. • supporting ideas with details from the text.	With prompting and support, student: • talks and writes about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • identifies when a text is structured as a compare-contrast. • identifies character traits and distinguishes between character traits and character feelings. • identifies how a character changes across a story and the key moments in the story that caused the character to change. • supports ideas with details from the text.	Student consistently meets expectations by: • talking and writing about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • identifying when a text is structured as a compare-contrast. • identifying character traits and distinguishing between character traits and character feelings. • identifying how a character changes across a story and the key moments in the story that caused the character to change. • supporting ideas with details from the text.	Student expands on and exceeds expectations by: • discussing relationships between things in scientific, historical, or technical texts. • comparing and contrasting several texts that deal with one topic, and being able to talk about similarities and differences in the information and also in the treatment of the topic, including the craft, techniques used, the focus, and the perspective. • identifying character motivations and the ways characters may be different on the outside than on the inside or in one part of a story than another. • noticing how characters change across a story and using story elements to understand the causes of those changes.

	- identifying the big life lesson a character learned at the end of a story. - comparing and contrasting story elements like character setting or life lessons across two or more books.	- identifies the big life lesson a character learned at the end of a story. - compares and contrasts story elements like character setting or life lessons across two or more books.	- identifying the big life lesson a character learned at the end of a story. - comparing and contrasting story elements like character setting or life lessons across two or more books.	- identifying themes as they read, adjusting their ideas based on what happens in the story. - comparing and contrasting themes across multiple books or comparing and contrasting multiple versions of the same story. - using specific and relevant details from the text to support their thinking.
4. Analytic Reading				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - identifying how a part of a text they are reading fits with the content of the rest of the text. - thinking about how text boxes, graphs, charts, and illustrations fit with the whole text. - Identifying when they disagree with an idea in a text, think about it, and talk back to it. - noticing the importance of a part of a story to the whole and using what they know about story structure to name what part of the story it is. (setting, problem, solution, etc...) - noticing when the author has done something that stands out and questioning the author's purpose. - identifying the character's perspective by talking about how the character feels about something important to the story and using what the character does, says, and thinks to support their ideas.	With prompting and support, student: - identifies how a part of a text they are reading fits with the content of the rest of the text. - thinks about how text boxes, graphs, charts, and illustrations fit with the whole text. - Identifies when they disagree with an idea in a text, think about it, and talk back to it. - notices the importance of a part of a story to the whole and uses what they know about story structure to name what part of the story it is. (setting, problem, solution, etc...) - notices when the author has done something that stands out and questions the author's purpose. - identifies the character's perspective by talking about how the character feels about something important to the story and using what the character does, says, and thinks to support their ideas.	Student consistently meets expectations by: - identifying how a part of a text they are reading fits with the content of the rest of the text. - thinking about how text boxes, graphs, charts, and illustrations fit with the whole text. - identifying when they disagree with an idea in a text, thinking about it, and talking back to it. - noticing the importance of a part of a story to the whole and using what they know about story structure to name what part of the story it is. (setting, problem, solution, etc...) - noticing when the author has done something that stands out and questioning the author's purpose. - identifying the character's perspective by talking about how the character feels about something important to the story and using what the character does, says, and thinks to support their ideas. - noticing when something happens in a text that is not fair and thinking about what could have happened instead.	Student expands on and exceeds expectations by: - identifying why an author included one part of a text (a text box, a chart, an anecdote) by drawing on some predictable ways that parts tend to be important to the main idea. - considering the ways what they've read impact the real world and deciding if they agree or disagree with an author's perspective. - thinking and talking about the importance of one story element is to the whole story, using what they know about how story elements connect. - questioning the author's specific word choices and its connection to story elements. - Identifying the ways characters feel about important parts of the story and using what they know about the character's life and experience to explain why the character feels this way. - rereading keeping new ideas about the world in mind. - questioning the theme, asking "Do I agree?"
5. Demonstrates Stamina				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: demonstrating stamina during reading and writing workshop for 25-30 minutes.	With prompting and support, student: demonstrates stamina during reading and writing workshop for 25-30 minutes.	Student consistently meets expectations by: demonstrating stamina during reading and writing workshop for 25-30 minutes.	Student expands on and exceeds expectations by: demonstrating stamina during reading and writing workshop for more than 30 minutes.

Language Arts Literacy: Writing

Information & Opinion Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - teaching readers information about a subject by including ideas, observations, and questions. - telling readers their opinion and ideas on a text or a topic and helping them understand their reasons. - writing beginnings that introduce a topic or opinion and engage the reader. - writing endings that draw conclusions, asking questions, suggesting ways in which readers may respond to informational writing, or including a thought related to their opinion.	With prompting and support, student: - teaches readers information about a subject by including ideas, observations, and questions. - tells readers their opinion and ideas on a text or a topic and helping them understand their reasons. - writes beginnings that introduce a topic or opinion and engage the reader. - writes endings that draw conclusions, asks questions, suggests ways in which readers may respond to informational writing, or includes a thought related to their opinion.	Student consistently meets expectations by: - teaching readers information about a subject by including ideas, observations, and questions. - telling readers their opinion and ideas on a text or a topic and helping them understand their reasons. - writing beginnings that introduce a topic or opinion and engage the reader. - writing endings that draw conclusions, asking questions, suggesting ways in which readers may respond to informational writing, or including a thought related to their opinion.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - using words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. - connecting ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connecting one reason or example using words such as <i>also</i> and <i>another</i>. - grouping information into parts, with each part connecting to the big idea to the topic. - writing several reasons or examples why readers should agree with their opinion and writing at least several sentences about each reason. - organizing information so that each part of the writing was mostly about one thing.	With prompting and support, student: - uses words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. - connects ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connects one reason or example using words such as <i>also</i> and <i>another</i>. - groups information into parts, with each part connecting to the big idea to the topic. - writes several reasons or examples why readers should agree with their opinion and writes at least several sentences about each reason. - organizes information so that each part of the writing was mostly about one thing.	Student consistently meets expectations by: - using words to show sequence such as <i>before</i>, <i>after</i>, <i>then</i>, and <i>later</i>, as well as words that contrast, such as <i>however</i> and <i>but</i>. - connecting ideas and reasons with examples using words such as <i>for example</i> and <i>because</i> and connecting one reason or example using words such as <i>also</i> and <i>another</i>. - grouping information into parts, with each part connecting to the big idea to the topic. - writing several reasons or examples why readers should agree with their opinion and writing at least several sentences about each reason. - organizing information so that each part of the writing was mostly about one thing.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - writing facts, definitions, details, and observations about the topic and explaining some of them. - naming reasons to support their opinion and writing about each one. - choosing expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers,	With prompting and support, student: - writes facts, definitions, details, and observations about the topic and explains some of them. - names reasons to support their opinion and writes about each one. - chooses expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers,	Student consistently meets expectations by: - writing facts, definitions, details, and observations about the topic and explaining some of them. - naming reasons to support their opinion and writing about each one. - choosing expert words to teach readers a lot about the subject, by teaching the information in a way that interests readers,	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.

	and including drawings, captions, or diagrams. choosing words that would make readers agree with their opinions	and includes drawings, captions, or diagrams. chooses words that would make readers agree with their opinions.	and including drawings, captions, or diagrams. choosing words that would make readers agree with their opinions.	
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple, compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	With prompting and support, student: - applies principles of phonics to spell words - generalizes learned spelling patterns and rules when writing - uses conventional spelling for high-frequency and studied words - produces complete simple, compound sentences - demonstrates command and use of conventions - consulting reference materials as needed to check and correct spellings.	Student consistently meets expectations by: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple, compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.

Language Arts Literacy: Speaking and Listening

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - following rules for discussion. - drawing on prior knowledge to participate in discussion. - asking questions to check understanding and stay on topic. - explaining own ideas to further the discussion.	With prompting and support, student: - follows rules for discussion. - draws on prior knowledge to participate in discussion. - asks questions to check understanding and stay on topic. - explains own ideas to further the discussion.	Student consistently meets expectations by: - following rules for discussion. - drawing on prior knowledge to participate in discussion. - asking questions to check understanding and stay on topic. - explaining own ideas to further the discussion.	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. - producing complete sentences, speaking clearly and at an understandable pace.	With prompting and support, student: - tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. - produces complete sentences, speaks clearly and at an understandable pace.	Student consistently meets expectations by: - telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. - producing complete sentences, speaking clearly and at an understandable pace	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - listening to information being presented and determining main ideas and supporting details. - asking and answering questions about the information presented, offering appropriate elaboration and detail.	With prompting and support, student: - listens to information being presented and determines main ideas and supporting details. - asks and answers questions about the information presented, offering appropriate elaboration and detail.	Student consistently meets expectations by: - listening to information being presented and determining main ideas and supporting details. - asking and answering questions about the information presented, offering appropriate elaboration and detail.	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.

Mathematics

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - solving 2-step number stories using addition and subtraction. - representing multiplication as equal groups using arrays - interpreting products of whole numbers (i.e. interpret 5×7 as the total number of objects in 5 groups of 7 objects each) - interpreting whole number quotients of whole numbers. (i.e. interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares) - using multiplication and division to solving number stories - modeling number stories involving multiplication - knowing all square products of one-digit numbers. - knowing the multiplication/division fact families for products and quotients of 0, 1, 2, 3, 5, 9, and 10. - using the multiplication table to determine whether numbers are even or odd.	With prompting and support, student: - solves 2-step number stories using addition and subtraction. - represents multiplication as equal groups using arrays - interprets products of whole numbers (i.e. interpret 5×7 as the total number of objects in 5 groups of 7 objects each) - interprets whole number quotients of whole numbers. (i.e. interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares) - uses multiplication and division to solving number stories - models number stories involving multiplication - knows all square products of one-digit numbers. - knows the multiplication/division fact families for products and quotients of 0, 1, 2, 3, 5, 9, and 10. - uses the multiplication table to determine whether numbers are even or odd.	Student consistently meets expectations by: - solving 2-step number stories using addition and subtraction. - representing multiplication as equal groups using arrays - interpreting products of whole numbers (i.e. interpret 5×7 as the total number of objects in 5 groups of 7 objects each) - interpreting whole number quotients of whole numbers. (i.e. interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares) - using multiplication and division to solving number stories - modeling number stories involving multiplication - knowing all square products of one-digit numbers. - knowing the multiplication/division fact families for products and quotients of 0, 1, 2, 3, 5, 9, and 10. - using the multiplication table to determine whether numbers are even or odd.	Student expands on and exceeds expectations by: - fluently multiplying and dividing within 100. - using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. - determining the unknown whole number in a multiplication or division equation relating three whole numbers. - applying properties of operations as strategies to multiply and divide (i.e. $3 \times 5 \times 2 = 3 \times 10$). - solving two-step word problems using the four operations.
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - fluently adding within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - fluently subtracting within 1000 using counting up, expand and trade, trade first, or other strategies.	With prompting and support, student: - fluently adds within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - fluently subtracts within 1000 using counting up, expand and trade, trade first, or other strategies.	Student consistently meets expectations by: - fluently adding within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - fluently subtracting within 1000 using counting up, expand and trade, trade first, or other strategies.	Student expands on and exceeds expectations by: - fluently adding and subtraction within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - multiplying one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80, 5×60) using strategies based on place value and properties of operations.
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty:	With prompting and support, student: identifies and representing unit and non-unit fractions using pictures, words, and fraction circles	Student consistently meets expectations by: identifying and representing unit and non-unit fractions using pictures, words, and fraction circles	Student expands on and exceeds expectations by: understanding a fraction as a number on a number line and representing fractions on a number line diagram.

	- identifying and representing unit and non-unit fractions using pictures, words, and fraction circles - using fraction circle piece to generate simple equivalent fractions - using tools, such as fraction circle pieces, to compare fractions	- uses fraction circle piece to generate simple equivalent fractions - uses tools, such as fraction circle pieces, to compare fractions	- using fraction circle piece to generate simple equivalent fractions - using tools, such as fraction circle pieces, to compare fractions	- generating simple equivalent fractions and explaining why the fractions are equivalent i.e. by using a visual fraction model, reasoning about their size, or using a number line. - expressing whole numbers as fractions. - comparing two fractions with the same numerator or the same denominator - recognizing that comparisons are valid only when the two fractions refer to the same whole. - recording the results of fraction comparisons with symbols $>$, $=$ or $<$, and justifying the conclusions.
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4. Measurement, Data Literacy, and Geometry

	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - estimating the mass of objects. - representing a data set with several categories on a given scaled bar graph and scaled picture graph - solving one and two-step “how many more/less” problems from a given scaled bar graph. - representing data on a line plot. - measuring lengths to the nearest half-inch. - recognizing area as an attribute of plane figures and understanding concepts of area measurement. - finding the area of a rectangle with whole-number side lengths by counting unit squares, tiling, and multiplying side lengths. - relating area to multiplication/addition. - distinguishing between area and perimeter. - classifying quadrilaterals. - dividing shapes into parts with equal areas.	With prompting and support, student: - estimates the mass of objects. - represents a data set with several categories on a given scaled bar graph and scaled picture graph - solves one and two-step “how many more/less” problems from a given scaled bar graph. - represents data on a line plot. - measures lengths to the nearest half-inch. - recognizes area as an attribute of plane figures and understands concepts of area measurement. - finds the area of a rectangle with whole-number side lengths by counting unit squares, tiling, and multiplying side lengths. - relates area to multiplication/addition. - distinguishes between area and perimeter. - classifies quadrilaterals. - divides shapes into parts with equal areas.	Student consistently meets expectations by: - estimating the mass of objects. - representing a data set with several categories on a given scaled bar graph and scaled picture graph. - solving one and two-step “how many more/less” problems from a given scaled bar graph. - representing data on a line plot. - measuring lengths to the nearest half-inch. - recognizing area as an attribute of plane figures and understanding concepts of area measurement. - finding the area of a rectangle with whole-number side lengths by counting unit squares, tiling, and multiplying side lengths. - relating area to multiplication/addition. - distinguishing between area and perimeter. - classifying quadrilaterals. - dividing shapes into parts with equal areas.	Student expands on and exceeds expectations by: - telling and writing time to the nearest minute - measuring time intervals in minutes. - measuring and estimating liquid volume. - adding, subtracting, multiplying, and dividing to solve one-step word problems involving mass or volume. - generating measurement data by measuring lengths to the nearest quarter of an inch. - solving real world and mathematical problems involving perimeters of polygons

5. Mathematical Practices

	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - making sense of problems and persevering in solving them. - reasoning abstractly and quantitatively. - constructing viable arguments and critiquing the reasoning of others. - modeling with mathematics. - using appropriate tools strategically. - attending to precision. - looking for and making use of structure. - looking for and expressing regularity in repeated reasoning	With prompting and support, student: - makes sense of problems and perseveres in solving them. - reasons abstractly and quantitatively. - constructs viable arguments and critiques the reasoning of others. - models with mathematics. - uses appropriate tools strategically. - attends to precision. - looks for and makes use of structure - looks for and expresses regularity in repeated reasoning	Student consistently meets expectations by: - making sense of problems and persevering in solving them. - reasoning abstractly and quantitatively. - constructing viable arguments and critiquing the reasoning of others. - modeling with mathematics. - using appropriate tools strategically. - attending to precision. - looking for and making use of structure. - looking for and expressing regularity in repeated reasoning	Student expands on and exceeds expectations by: - identifying multiple entry points to solutions and planning a solution pathway - regularly considering units, attending to the meaning of quantities, and flexibly using different operations. - generalizing and making formal arguments and critiquing the reasoning of others. - comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools. - detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources.

				- attending to precision by examining claims and calculating efficiently. - looking for and making use of structure in multiple ways and by shifting perspectives. - looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.
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Science

Motion & Matter				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating understanding of key concepts. - Magnetic force between objects doesn't require contact and is dependent on the objects' properties and distance apart. - Gravity is the force that pulls objects with mass towards Earth's center. - Forces have strength and direction; unbalanced forces on an object cause a change in the object's motion. - Patterns of an object's or a system's motion can be observed, measured, and used to predict future motion. - Possible solutions to problems are limited by constraints; success of a designed solution is determined by the criteria. - Starting materials change into new materials during chemical reactions but mass is neither created nor destroyed during physical and chemical interactions.	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning. - Asks questions that can be investigated - Defines a problem that can be solved with included criteria and constraints - Develops and/or uses models to describe and make predictions about the natural world - Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation - Represents data in tables/graphical displays to reveal patterns and relationships - Uses logical reasoning while analyzing and interpreting data to make sense of the natural world - Uses evidence to construct and support explanations or design solutions to a problem - Constructs an argument with evidence, data, and/or a model - Makes claims about the merits of a solution based on criteria and constraints - Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

Social Studies

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: - explaining how various diverse groups of people, including immigrants from other countries, came to settle in Scotch Plains and Fanwood, and the ways that each group contributed to the ways that the community changed over time. - exploring various methods of transportation, communication, and technological development, how they are interrelated in the scope of history, and the impact of monumental changes in transportation, communication, and technology to society and the lives of people in the United States. - describing the contributions of people in the United States who worked to ensure equal rights and create better communities for all people	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.

2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty applying concepts to classroom discussions and activities.	With prompting and support, student applies concepts to classroom discussions and activities.	Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by: - engaging in discussion with others by sharing ideas and opinions supported by evidence, considering multiple perspectives, and recognizing when one's own ideas or opinions might evolve based on new information and insights. - appreciating the contributions of diverse people to their community, both past and present.	Student expands on and exceeds expectations by consistently and independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.

Art

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
All Trimesters	Elements and Principles of Art			
	With consistent prompting and support, student has difficulty: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	With prompting and support, student: creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.	Student consistently meets expectations by: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.
	Art History / Art Appreciation			
	With consistent prompting and support, student has difficulty: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	With prompting and support, student: - uses basic art vocabulary. - identifies basic characteristics of artists' styles.	Student consistently meets expectations by: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - using basic art vocabulary. - identifying basic characteristics of artists' styles.
	Creative Process			
	With consistent prompting and support, student has difficulty: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.	With prompting and support, student: - applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. - gains control of media being used. - demonstrates safe and appropriate use of art materials and tools. - creates works of art based on observation of culturally diverse works of art and the world around them. - develops ideas in artwork through problem solving, independent thinking and imagination.	Student consistently meets expectations by: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. Original ideas in artwork through problem solving, independent thinking and imagination.

Music

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: singing music from standard notation using partner songs and rounds in an extended range.	With prompting and support, student: - sings music from standard notation using partner songs and rounds in an extended range. - analyzes and describes music using the correct terminology.	Student consistently meets expectations by: - singing music from standard notation using partner songs and rounds in an extended range. - analyzing and describing music using the correct terminology.	Student expands on and exceeds expectations by consistently and independently: singing music from standard notation using partner songs and rounds in an extended range.

	analyzing and describing music using the correct terminology.			analyzing and describing music using the correct terminology.
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Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the second trimester is entitled, “Descripciones Familiares” (“Family Descriptions”) Students will demonstrate the proficiency skills indicated within the context of physical descriptions of family members, personalities, and age.				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	With prompting and support, student demonstrates the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	Student consistently meets expectations by demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.

Physical Education

1. Demonstrates understanding of skills and concepts				
Manipulative Skills				
	1	2	3	4
Trimester 2	With consistent prompting and support, student has difficulty: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences.	With prompting and support, student: - explains and performs essential elements of movement skills. - uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. - explains and performs movement skills that combine mechanically correct movement in smooth flowing sequences.	Student consistently meets expectations by: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - explaining and performing movement skills that combine mechanically correct movement in smooth flowing sequences.	Student expands on and exceeds expectations by consistently and independently demonstrating skills with mastery and confidence.

Trimester 3

Language Arts Literacy: Reading

1. Reads at grade level.				
	1	2	3	4
Trimester 3	Reads at an independent level 30 or below	Reads at an independent level 34	Reads at an independent level 38	Reads at an independent level 40 or above
2. Literal Comprehension				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: • previewing the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determining if nonfiction text is expository or narrative to organize themselves for reading. • stopping after a chunk of text to review what they've read, monitoring for understanding as they read, and using "fix-up" strategies such as rereading when they can't determine the main idea of a text. • keeping track of new vocabulary about the topic and using topic-specific vocabulary when talking about the topic. • identifying main ideas and supporting details within a text. • using details in fiction to grow ideas about the world and their place in it.	With prompting and support, student: • previews the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determines if nonfiction text is expository or narrative to organize themselves for reading. • stops after a chunk of text to review what they've read, monitoring for understanding as they read, and using "fix-up" strategies such as rereading when they can't determine the main idea of a text. • keeps track of new vocabulary about the topic and uses topic-specific vocabulary when talking about the topic. • identifies main ideas and supporting details within a text. • uses details in fiction to grow ideas about the world and their place in it.	Student consistently meets expectations by: • previewing the text by looking at the table of contents, the title, introductions, headings and subheadings, and illustrations and determining if nonfiction text is expository or narrative to organize themselves for reading. • stopping after a chunk of text to review what they've read, monitoring for understanding as they read, and using "fix-up" strategies such as rereading when they can't determine the main idea of a text. • keeping track of new vocabulary about the topic and using topic-specific vocabulary when talking about the topic. • identifying main ideas and supporting details within a text. • using details in fiction to grow ideas about the world and their place in it.	Student expands on and exceeds expectations by: • previewing the text using text structures to decide what to read and in what order. • reading, paying attention to the ways the parts of the story should fit together and using "fix up" strategies when necessary. • distinguishing between concept words and technical vocabulary as they read, using both to talk about the text. • summarizing as they read to determine the main idea and using text structures to determine importance.
3. Interpretive Reading				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: • talking and writing about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • putting information about the same subtopic from multiple texts (or parts of a text) together to enhance understanding. • identifying when a text is structured as a compare-contrast.	With prompting and support, student: • talks and writes about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • puts information about the same subtopic from multiple texts (or parts of a text) together to enhance understanding. • identifies when a text is structured as a compare-contrast.	Student consistently meets expectations by: • talking and writing about ideas that hold parts of the text together, by discussing the relationship between cause and effect, or sequencing events, or discussing main ideas and examples. • putting information about the same subtopic from multiple texts (or parts of a text) together to enhance understanding. • identifying when a text is structured as a compare-contrast.	Student expands on and exceeds expectations by: • discussing relationships between things in scientific, historical, or technical texts. • comparing big ideas across texts and categorizing information on the subtopic from multiple texts. • comparing and contrasting several texts that deal with one topic, and being able to talk about similarities and differences in the information and also in the treatment of the topic, including the craft, techniques used, the focus, and the perspective.
4. Analytic Reading				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: • identifying how a part of a text they are reading fits with the content of the rest of the text. • noticing text features and questioning the author's purpose for including those text features.	With prompting and support, student: • identifies how a part of a text they are reading fits with the content of the rest of the text. • notices text features and questions the author's purpose for including those text features.	Student consistently meets expectations by: • identifying how a part of a text they are reading fits with the content of the rest of the text. • noticing text features and questioning the author's purpose for including those text features.	Student expands on and exceeds expectations by: • identifying why an author included one part of a text (a text box, a chart, an anecdote) by drawing on some predictable ways that parts tend to be important to the main idea. • identifying an author's purpose for using text features, and thinking about how the text would be different without that feature.

	identifying when they disagree with an idea in a text, thinking about it, and talking back to it.	identifies when they disagree with an idea in a text, thinks about it, and talks back to it.	identifying when they disagree with an idea in a text, thinking about it, and talking back to it.	considering the ways what they've read impact the real world and deciding if they agree or disagree with an author's perspective.
5. Demonstrates Stamina				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: demonstrating stamina during reading and writing workshop for 30 minutes.	With prompting and support, student: demonstrates stamina during reading and writing workshop for 30 minutes.	Student consistently meets expectations by: demonstrating stamina during reading and writing workshop for 30 minutes.	Student expands on and exceeds expectations by: demonstrating stamina during reading and writing workshop for more than 30 minutes.

Language Arts Literacy: Writing

Narrative Writing				
1. Generates and expresses ideas				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - telling the fairy tale bit by bit. - writing beginnings that help the reader know who the characters are and what the setting is in the fairy tale. - choosing action, talk, or feeling that would make a good ending and worked to write it well.	With prompting and support, student: - tells the fairy tale bit by bit. - writes beginnings that help the reader know who the characters are and what the setting is in the fairy tale. - chooses action, talk, or feeling that would make a good ending and worked to write it well.	Student consistently meets expectations by: - telling the fairy tale bit by bit. - writing beginnings that help the reader know who the characters are and what the setting is in the fairy tale. - choosing action, talk, or feeling that would make a good ending and worked to write it well.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
2. Uses transitions and organizes ideas clearly				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - telling the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. - using paragraphs and skips lines to separate what happened first from what happened later in the fairy tale.	With prompting and support, student: - tells the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. - uses paragraphs and skips lines to separate what happened first from what happened later in the fairy tale.	Student consistently meets expectations by: - telling the fairy tale in order by using phrases such as <i>a little later</i> and <i>after that</i>. - using paragraphs and skips lines to separate what happened first from what happened later in the fairy tale.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
3. Elaborates by using details and descriptions				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - developing fairy tales by showing what was happening to and within characters. - telling stories that in ways that allow readers to picture what was happening and brings the story to life.	With prompting and support, student: - develops fairy tales by showing what was happening to and within characters. - tells stories that in ways that allow readers to picture what was happening and brings the story to life.	Student consistently meets expectations by: - developing fairy tales by showing what was happening to and within characters. - telling stories that in ways that allow readers to picture what was happening and brings the story to life.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.
4. Uses conventions and spelling patterns appropriately				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple, compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	With prompting and support, student: - applies principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - uses conventional spelling for high-frequency and studied words - produces complete simple, compound sentences - demonstrates command and use of conventions - consults reference materials as needed to check and correct spellings.	Student consistently meets expectations by: - applying principles of phonics to spell words - generalizing learned spelling patterns and rules when writing - using conventional spelling for high-frequency and studied words - producing complete simple, compound sentences - demonstrating command and use of conventions - consulting reference materials as needed to check and correct spellings.	Student expands on and exceeds expectations by: - demonstrating advanced writing skills. - moving through the writing process independently.

Language Arts Literacy: Speaking and Listening

1. Engages in collaborative discussions				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - following rules for discussion. - drawing on prior knowledge to participate in discussion. - asking questions to check understanding and stay on topic. - explaining own ideas to further the discussion.	With prompting and support, student: - follows rules for discussion. - draws on prior knowledge to participate in discussion. - asks questions to check understanding and stay on topic. - explains own ideas to further the discussion.	Student consistently meets expectations by: - following rules for discussion. - drawing on prior knowledge to participate in discussion. - asking questions to check understanding and stay on topic. - explaining own ideas to further the discussion.	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
2. Expresses ideas clearly				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. - producing complete sentences, speaking clearly and at an understandable pace.	With prompting and support, student: - tells a story, recounts an experience, or reports on a topic, using relevant, descriptive facts and details. - produces complete sentences, speaks clearly and at an understandable pace.	Student consistently meets expectations by: - telling a story, recounting an experience, or reporting on a topic, using relevant, descriptive facts and details. - producing complete sentences, speaking clearly and at an understandable pace	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.
3. Demonstrates listening skills for comprehension				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - listening to information being presented and determining main ideas and supporting details. - asking and answering questions about the information presented, offering appropriate elaboration and detail.	With prompting and support, student: - listens to information being presented and determines main ideas and supporting details. - asks and answers questions about the information presented, offering appropriate elaboration and detail.	Student consistently meets expectations by: - listening to information being presented and determining main ideas and supporting details. - asking and answering questions about the information presented, offering appropriate elaboration and detail.	Student expands on and exceeds expectations by: demonstrating advanced speaking and listening skills.

Mathematics

1. Operations and Algebraic Thinking				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - fluently multiplying and dividing within 100. - using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. - determining the unknown whole number in a multiplication or division equation relating three whole numbers. - applying properties of operations as strategies to multiply and divide (i.e. $3 \times 5 \times 2 = 3 \times 10$). - solving two-step word problems using the four operations.	With prompting and support, student: - fluently multiplies and divides within 100. - uses multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. - determines the unknown whole number in a multiplication or division equation relating three whole numbers. - applies properties of operations as strategies to multiply and divide (i.e. $3 \times 5 \times 2 = 3 \times 10$). - solves two-step word problems using the four operations.	Student consistently meets expectations by: - fluently multiplying and dividing within 100. - using multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. - determining the unknown whole number in a multiplication or division equation relating three whole numbers. - applying properties of operations as strategies to multiply and divide (i.e. $3 \times 5 \times 2 = 3 \times 10$). - solving two-step word problems using the four operations.	Student expands on and exceeds expectations by: - Recognizing comparison statements as multiplicative (i.e. 4 times as many as...) - Identifying a number story as additive or multiplicative. - Solving addition and subtraction multi-step number stories. - Making reasonable estimates to addition and subtraction multi-step number stories. - Identifying more than one factor pair for composite numbers less than 40. - Writing multiples of a one-digit number. - Identifying prime and composite numbers less than 40. - Solving "What's My Rule?" problems involving addition, subtraction, multiplication, and division.
2. Number and Operations in Base Ten				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - fluently adding and subtraction within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - multiplying one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80, 5×60) using strategies based on place value and properties of operations.	With prompting and support, student: - fluently adds and subtracts within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - multiplies one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80, 5×60) using strategies based on place value and properties of operations.	Student consistently meets expectations by: - fluently adding and subtraction within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction - multiplying one-digit whole numbers by multiples of 10 in the range 10-90 (e.g. 9×80, 5×60) using strategies based on place value and properties of operations.	Student expands on and exceeds expectations by: - Reading and identifying places in numbers through the hundred thousands. - Writing numbers in expanded form through thousands. - Comparing and ordering multi-digit whole numbers through hundred thousands. - Rounding numbers through the hundred thousands to the thousands place or larger. - Adding and subtracting 4-digit by 4-digit problems using the standard algorithm. - Using extended facts to multiply a whole number by a multiple of 10.
3. Number and Operations - Fractions				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - understanding a fraction as a number on a number line and representing fractions on a number line diagram. - generating simple equivalent fractions and explaining why the fractions are equivalent i.e. by using a visual fraction model, reasoning about their size, or using a number line. - expressing whole numbers as fractions. - comparing two fractions with the same numerator or the same denominator - recognizing that comparisons are valid only when the two fractions refer to the same whole.	With prompting and support, student: - understands a fraction as a number on a number line and represents fractions on a number line diagram. - generates simple equivalent fractions and explains why the fractions are equivalent i.e. by using a visual fraction model, reasoning about their size, or using a number line. - expresses whole numbers as fractions. - compares two fractions with the same numerator or the same denominator - recognizes that comparisons are valid only when the two fractions refer to the same whole.	Student consistently meets expectations by: - understanding a fraction as a number on a number line and representing fractions on a number line diagram. - generating simple equivalent fractions and explaining why the fractions are equivalent i.e. by using a visual fraction model, reasoning about their size, or using a number line. - expressing whole numbers as fractions. - comparing two fractions with the same numerator or the same denominator - recognizing that comparisons are valid only when the two fractions refer to the same whole.	Student expands on and exceeds expectations by: - Explaining why any two fractions through 12ths are equivalent using a model. - Comparing and ordering fractions with like and unlike denominators using a model. - Identifying that the number and size of the parts differ in equivalent fractions through 12ths.

	recording the results of fraction comparisons with $>$, $=$ or $<$, & justifying the conclusions.	records the results of fraction comparisons with symbols $>$, $=$ or $<$, and justifying the conclusions.	recording the results of fraction comparisons with symbols $>$, $=$ or $<$, and justifying the conclusions.	
4. Measurement, Data Literacy, and Geometry				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - telling and writing time to the nearest min. - measuring time intervals in minutes. - measuring and estimating liquid volume. - adding, subtracting, multiplying, and dividing to solve one-step word problems involving mass or volume. - generating data by measuring lengths to the nearest quarter of an inch. - Solving real world and mathematical problems involving perimeters of polygons.	With prompting and support, student: - tells and writes time to the nearest minute - measures time intervals in minutes. - measures and estimates liquid volume. - adds, subtracts, multiplies, and divides to solve one-step word problems involving mass or volume. - generates measurement data by measuring lengths to the nearest quarter of an inch. - solves real world and mathematical problems involving perimeters of polygons.	Student consistently meets expectations by: - telling and writing time to the nearest min. - measuring time intervals in minutes. - measuring and estimating liquid volume. - adding, subtracting, multiplying, and dividing to solve one-step word problems involving mass or volume. - generating measurement data by measuring lengths to the nearest quarter of an inch. - solving real world and mathematical problems involving perimeters of polygons.	Student expands on and exceeds expectations by: - Solving number stories involving time and customary units of length. - Converting time and customary units of length. - Finding perimeter and area. - Identifying properties of line segments and angles in quadrilaterals and right angles within triangles. - Identifying at least one line of symmetry in two-dimensional symmetric figures. - Generating, interpreting, and solving two-step problems based on information presented in scaled graphs and line plots
5. Mathematical Practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty: - making sense of problems and persevering in solving them. - reasoning abstractly and quantitatively. - constructing viable arguments and critiquing the reasoning of others. - modeling with mathematics. - using appropriate tools strategically. - attending to precision. - looking for and making use of structure. - looking for and expressing regularity in repeated reasoning	With prompting and support, student: - makes sense of problems and perseveres in solving them. - reasons abstractly and quantitatively. - constructs viable arguments and critiques the reasoning of others. - models with mathematics. - uses appropriate tools strategically. - attends to precision. - looks for and makes use of structure - looks for and expresses regularity in repeated reasoning	Student consistently meets expectations by: - making sense of problems and persevering in solving them. - reasoning abstractly and quantitatively. - constructing viable arguments and critiquing the reasoning of others. - modeling with mathematics. - using appropriate tools strategically. - attending to precision. - looking for and making use of structure. - looking for and expressing regularity in repeated reasoning	Student expands on and exceeds expectations by: - identifying multiple entry points to solutions and planning a solution pathway - regularly considering units, attending to the meaning of quantities, and flexibly using different operations. - generalizing and making formal arguments and critiquing the reasoning of others. - comfortably making approximations to simplify a complicated situation and mapping relationships using multiple tools. - detecting possible errors strategically, using technology to visualize results, and identifying relevant mathematical resources. - attending to precision by examining claims and calculating efficiently. - looking for and making use of structure in multiple ways and by shifting perspectives. - looking for and expressing regularity in repeated reasoning while continually evaluating the reasonableness of their results.

Science

Water & Climate				
1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty understanding key concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating understanding of key concepts. - Water has observable properties and interacts differently with different materials. - Temperature affects water's state and density; liquid water expands as it warms, contracts as it cools, but expands when it freezes. - Weather is driven by the sun and involves the movement of water over earth through evaporation, condensation, precipitation, and runoff (water cycle). - Climate is determined by a long-term pattern in the amount of precipitation and temperature fluctuations in a given region. - Human societies depend on water, a natural resource that must be conserved and protected to provide for the needs of people and other organisms. - As water, a renewable resource, drains down through soils, it provides water for plant growth, prevents soil erosion, and replenishes ground water.	Student expands on and exceeds expectations by consistently and independently making insightful connections to other ideas and concepts.
2. Engages in science and engineering practices				
	1	2	3	4
All Trimesters	With consistent prompting and support, student has difficulty actively engaging during scientific investigations.	With prompting and support, student actively engages during scientific investigations and is starting to advance their scientific reasoning.	Student consistently meets expectations by actively and intellectually engaging in scientific investigations and is capable of advancing their scientific reasoning. - Asks questions that can be investigated - Defines a problem that can be solved with included criteria and constraints - Develops and/or uses models to describe and make predictions about the natural world - Plans and conducts an investigation, makes observations and takes measurements to produce data to serve as evidence in an explanation - Represents data in tables/graphical displays to reveal patterns and relationships - Uses logical reasoning while analyzing and interpreting data to make sense of the natural world - Uses evidence to construct and support explanations or design solutions to a problem - Constructs an argument with evidence, data, and/or a model - Makes claims about the merits of a solution based on criteria and constraints - Obtains and combines information from multiple sources to explain the natural world or design solutions to a problem	Student expands on and exceeds expectations by actively and intellectually engaging in scientific investigations and independently makes insightful connections to other ideas and concepts.

Social Studies

1. Demonstrates knowledge and understanding of concepts orally and/or in writing				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty demonstrating understanding of concepts.	With prompting and support, student demonstrates some understanding of key concepts.	Student consistently meets expectations by demonstrating an understanding of key concepts in social studies by: - explaining the fundamental components of a market system and applying economic reasoning to determine how resources are allocated. - recognizing the ways that a global economy impacts the decisions that individual consumers and entrepreneurs, companies and countries make regarding how they utilize scarce resources.	Student expands on and exceeds expectations by consistently and independently making connections to prior knowledge and experiences, concepts from other content areas, and content previously learned in social studies.
2. Applies knowledge to classroom discussions and activities				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty applying	With prompting and support, student applies	Student consistently meets expectations by applying their understanding of social studies concepts in class activities and discussions by:	Student expands on and exceeds expectations by consistently and

	concepts to classroom discussions and activities.	concepts to classroom discussions and activities.	- utilizing the economic concepts such as scarcity, opportunity cost, and supply and demand to explain economic reasoning and decision-making. - evaluating the ways in which human rights can be promoted or violated by economic policies and decisions.	independently asking questions that extend thinking by oneself and others, and transferring understanding of concepts to new situations and contexts.
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Art

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
	Elements and Principles of Art			
All Trimesters	With consistent prompting and support, student has difficulty: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	With prompting and support, student: creates two- and three-dimensional works of art while exploring color, line, shape, form and texture.	Student consistently meets expectations by: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: creating two-and three -dimensional works of art while exploring color, line, shape, form and texture.
	Art History / Art Appreciation			
	With consistent prompting and support, student has difficulty: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	With prompting and support, student: - uses basic art vocabulary. - identifies basic characteristics of artists' styles.	Student consistently meets expectations by: - using basic art vocabulary. - identifying basic characteristics of artists' styles.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - using basic art vocabulary. - identifying basic characteristics of artists' styles.
	Creative Process			
	With consistent prompting and support, student has difficulty: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. original ideas in artwork through problem solving, independent thinking and imagination.	With prompting and support, student: - applies the use of elements of art (i.e. color, line, shape, form, texture) in his/her artwork. - gains control of media being used. - demonstrates safe and appropriate use of art materials and tools. - creates works of art based on observation of culturally diverse works of art and the world around them. - develops ideas in artwork through problem solving, independent thinking and imagination.	Student consistently meets expectations by: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. original ideas in artwork through problem solving, independent thinking and imagination.	Student expands on and exceeds expectations by demonstrating mastery, creativity and confidence when: - applying the use of elements of art (i.e. color, line, shape, form, texture) in artwork. - exhibiting control of media being used. - demonstrating safe and appropriate use of art materials and tools. - creating works of art based on observation of culturally diverse works of art and the world around them. - developing. original ideas in artwork through problem solving, independent thinking and imagination.

Music

1. Demonstrates understanding of skills and concepts				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. - understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. - critiquing musical performances using evaluative tools. - reading pitches on the treble clef. - creating rhythmic and melodic repeated patterns within the parameters of known songs.	With prompting and support, student: - plays/reads rhythmic patterns and/or repeated pattern using specified rhythmic patterns which include rest. - understands basic ensemble techniques such as playing together using appropriate dynamics and tempi. - critiques musical performances using evaluative tools. - reads pitches on the treble clef. - creates rhythmic and melodic repeated patterns within the parameters of known songs.	Student consistently meets expectations by: - playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. - understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. - critiquing musical performances using evaluative tools. - reading pitches on the treble clef. - creating rhythmic and melodic repeated patterns within the parameters of known songs.	Student expands on and exceeds expectations by consistently: - playing/reading rhythmic patterns and/or repeated patterns using specified rhythmic patterns which include rest. - understanding basic ensemble techniques such as playing together using appropriate dynamics and tempi. - critiquing musical performances using evaluative tools. - reading pitches on the treble clef. - creating rhythmic and melodic repeated patterns within the parameters of known songs.

Spanish

1. Demonstrates understanding of skills and concepts				
Thematic Context: The thematic unit for the third trimester is entitled, "Las estaciones y el clima" ("Seasons and Weather") Students will demonstrate the proficiency skills indicated within the context of months, seasons, weather, and clothing.				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	With prompting and support, student demonstrates the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products - Imitate cultural practices	Student consistently meets expectations by demonstrating the targeted proficiency skills below: - Recognize familiar spoken or written words, phrases, cultural gestures and practices - Demonstrate comprehension of simple, oral directions, commands and requests through appropriate physical response - Imitate appropriate gestures and intonation, recite and/or dramatize simple poetry, rhymes and songs - Ask and respond to simple questions - Copy/write words and phrases - Present information to an audience - Name and label cultural products *Imitate cultural practices	Student expands on and exceeds expectations by consistently and independently demonstrating the targeted proficiency skills, extends the content knowledge and uses the language independently in unrehearsed real-life scenarios.

Physical Education

1. Demonstrates understanding of skills and concepts				
Movement Education & Rhythm				
	1	2	3	4
Trimester 3	With consistent prompting and support, student has difficulty: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	With prompting and support, student: - explains and performs essential elements of movement skills. - uses body management skills and demonstrates control when moving in relation to others, objects, and boundaries in personal and general space. - explains and demonstrates movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	Student consistently meets expectations by: - explaining and performing essential elements of movement skills. - using body management skills and demonstrating control when moving in relation to others, objects, and boundaries in personal and general space. - explaining and demonstrating movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.	Student expands on and exceeds expectations by demonstrating skills with mastery and confidence.