Hartly Elementary School
Student Handbook

CAPITAL
SCHOOL DISTRICT

"Advancing educational excellence through innovation"

2026-2027

Central Administrative Office
198 Commerce Way
Dover, DE 19904
Telephone: 672-1500

BOARD OF EDUCATION:
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SUPERINTENDENT
Dr. Victoir Cahoon

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Supervisor of Early Literacy: Ms. Lindsay Osika
Chief Information Officer: Benjamin Wells
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Chief Operating Officer: Damien Burke
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ADA Coordinator	Special Education/Section 504	Sex Discrimination (Title IX)
James Baustert Supervisor of Buildings/Grounds Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4210	Nicole Kurz-McDowell Supervisor of Special Services Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-4239	Damien Burke Chief Operating Officer Capital School District 198 Commerce Way Dover, DE 19904 Tel: (302) 857-

HARTLY
ELEMENTARY SCHOOL

Dear Parents/Guardians,

On behalf of the faculty and staff, I welcome your family to an exciting new school year at Hartly Elementary School, a Leader in Me Lighthouse School. We are focused on providing a safe and positive school community where the emphasis is on high standards of teaching and learning. We believe Hartly is "a place where everybody is somebody special."

The school's vision and mission are printed in this handbook for your review. The 2026-2027 School Success Plan is being designed to support the Capital School District Strategic Intents: Linear Streamlined District, Meet the needs of the whole child, and Senator Pride.

Communication and clear expectations are keys to success for any school. We will accomplish this in a variety of ways. On a large scale, our PTF (Parent Lighthouse), Leader in Me Lighthouse team, and School Success Committee will provide avenues of communication about our school. The school weekly phone messages and classroom newsletters are a closer look into the events and teacher expectations in your child's classroom. Talking Points, phone calls and e-mails can be used for personal discussions about your child's progress in school.

This handbook is designed to provide you with information about school and district procedures and policies. Please read this handbook with your child and use it as a reference for the 2026-2027 school year. Please feel free to call me to recommend changes, request clarification or additional information (492-1870) or visit our website at www.hartly.capital.k12.de.us.

As a parent, you have the right to know about the professional qualifications of the teachers who instruct your child. If you would like to view the qualifications of your child's teachers, please go to the Capital School District website under Parents and Community/Teacher Qualifications. This link will provide you with access to the http://deeds.doe.k12.de.us/ website that lists teacher qualifications.

Once again, welcome to Hartly Elementary!

Sincerely,

Dr. Jennifer M. Christman
Principal

BASIC INFORMATION

Phone Number

492-1870	Jennifer Christman, Principal
492-1870	Liz Spencer, Senior Secretary
492-1872	Heather Barcus, School Nurse
492-1875	Jacquelyn Collins, Counselor

Address: PO Box 25
2617 Arthursville Road
Hartly, DE 19953

Office Hours: The school office is open daily from 7:30 a.m. to 4:00 p.m.
Holiday and summer hours may differ.

Pupil Day: The student day begins at 8:55 a.m. and ends at 3:35 p.m.

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INTRODUCTION

Hartly Elementary School is a community school that provides a safe and nurturing atmosphere for students. The staff recognizes the role the community plays in educating its children. Our educational program includes parents and volunteers throughout. We regularly work together with parents to ensure that our school is an inviting, orderly and exciting place to learn. A continuum of services is available for our students. The Accelerated Curriculum and Technology (ACT) is designed for gifted and talented students served within our school setting. Inclusion classes are offered for special needs students. Our curriculum is designed with an emphasis on the Common Core State Standards and developing critical thinking and problem solving skills. Both written and verbal communication is stressed on a daily basis. Art, music, library and physical education are components of the curriculum that promote a broader understanding of the world. With access to classroom computers, laptop carts and a computer lab, each child has the opportunity to become computer literate and to take advantage of computer-based instruction. Student achievement, both academic and social, is recognized regularly. Discipline is viewed as a shared responsibility involving students, parents, teachers and the principal. The success of our students in their future academic pursuit is testimony to the value of the education we offer at Hartly Elementary School.

Vision Statement
The vision of the Capital School District is advancing educational excellence through innovation.

Mission Statement
Capital School District, in partnership with students, families, and the community, is committed to leadership and educational excellence. We will educate all students in state-of–the-art facilities to achieve their potential by providing a safe, nurturing environment where standards are high and learning is the priority.

School Mission Statement
At the heart of Hartly, we seek to make connections that inspire lifelong learners and leaders.

School Goals

- Enable all students to achieve the Capital School District curriculum that is aligned to content standards and has a clear scope and sequence of concepts and skills from Kindergarten through grade 12.
- Enable students to demonstrate good citizenship and respect for one another and ensure that all students and staff have a safe, nurturing, substance-free environment in which to work and learn.
- Involve family and community members in planning and implementing programs to assist students in reaching their full potential.

Leader in Me

At Hartly, we believe that everyone in the school community is a leader. Our leadership skills are shown when we exhibit the Eight Habits of Happy Kids.

- Be Proactive
- Begin with the End in Mind
- Put First Things First
- Think Win-Win
- Seek First to Understand then to be Understood
- Synergize

- ❖ Sharpen the Saw
- ❖ Find Your Voice and Inspire Others to Find Theirs

Cultural Diversity

We live in a pluralistic society, rich in cultural diversity. It is our policy at Hartly Elementary School to encourage students' understanding of, and respect for cultural differences. All school programs and displays will reflect the spirit of this policy.

School Colors and School Mascot

The Hartly Elementary School colors are blue and white. As part of the Capital School District, we are the Senators. We encourage our students to identify with these symbols as a representation of our school pride and spirit.

CAPITAL SCHOOL DISTRICT CALENDAR | 2026-2027 *Approved by the BOE on 4/20/26*

AUGUST '26

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

17-19 New Staff Orientation
20-27 PL Day
25 Staff Opening Day
28 No school for instructional staff
31 1st Student Day K-6 & 9

TD: 7 SD: 1

SEPTEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

1 First Student Day 7-8 & 10-12
4 No school for instructional staff
7 Labor Day/Schools & Offices closed
8 First Student Day Pre-K
15 Primary / State PL Day

TD: 20 SD: 19

OCTOBER '26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 1/2-day dismissal for students – No Pre-K, Homecoming
MP 1 Interim Progress Reporting
8 Interim Progress Reports Out
9 Staff PL Day – I-5 Conference – no school for students

TD: 22 SD: 20.5

NOVEMBER '26

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

3 Election Day – No school
6 End of MP 1
11 Veterans Day – No school
13 Students asynchronous ½ day grades, ½ day PL, ½ day banked elem.
19 Report Cards Out MP1
23-24 Parent Conferences no school for students
25-27 Thanksgiving Holiday

TD: 16 SD: 14

DECEMBER '26

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

15 MP 2 Interim Progress Reporting
18 Progress Reports Out MP2
21-31 Winter Break for students & instructional staff

TD: 14 SD: 14

JANUARY '27

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1 Winter Break for students & Instructional Staff
18 MLK Day – schools & office closed
26-29 DHS/KCSILC Mid-terms – ½ days
29 End of MP 2

TD: 19 SD: 19

FEBRUARY '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

5 Students Asynchronous ½ day grades ½ day banked elem.
11 MP 2 Report Cards Out
15 Presidents' Day -schools & offices closed

TD: 19 SD: 19

MARCH '27

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 MP 3 Interim Progress Reporting
5 PL Day – Health & Wellness - no school for students
11 Interim Progress Reports Out
TBD Asynchronous for DHS/KCSILC for SAT/PSAT
26-31 Spring Break

TD: 19 SD: 18

APRIL '27

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

1-2 Spring Break
12 End of MP 3
16 PL Day – Students Asynchronous ½ day grades – ½ day PL ½ day banked elem.
22 Report Cards Out MP3

TD: 20 SD: 20

MAY '27

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 **MP 4 Interim Progress Reporting**
19 Interim Progress Reports Out
25-28 Exams for Seniors
31 Memorial Day – schools & offices closed

TD: 20 SD: 20

JUNE '27

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

8-11 DHS/KCSILC Finals – ½ days
4 DHS Graduation virtual day for DHS students & staff only
4 Last Student Day Pre-K
11 **Last Student Day ½ day AM early dismissal**
End of MP4
14-16 Staff PL – Last Teacher Day

TD: 12 SD: 8.5

PL Day – professional learning day – no school for students

State PD Day – professional development – no school for students

No Paras: 11/24, 2/5, 6/16

TD: 188 SD: 173

Hartly Elementary
Calendar of Parent & Community Events

August	September
Popsicles on the Playground Meet the Teacher/Open House	Donuts with Grown-Ups Million Father March School Pictures
October	**November**
Homecoming Parade Fiesta with Families Lights on Afterschool PLT Trunk or Treat	Marking Period Assembly Veterans Day Assembly Student-Led Conferences Girls on the Run 5K
December	**January**
Chorus/Art Program Hartly Tree Lighting and Holiday Lane	
February	**March**
Marking Period Assembly Lunch with Loved Ones	Lunch with Lucky Ones PLT-sponsored dance
April	**May**
Marking Period Assembly Chorus/Art Program	Pizza with My Peeps Science Day Field Day
June	**Additional Information**
5th Grade Clap Out Marking Period Assembly Brunch on Blankets	Dates and Times will be sent out through school communication such as Talking Points, Weekly Phone Call/Email. Some events may have RSVPs. Parent Lighthouse Meetings are held one Monday a month at 6:15 pm.

STUDENT REGISTRATION AND RECORDS

Student Registration

At the time of registration, a child must be residing in the Hartly Elementary School attendance area with his/her parent or legal guardian unless they have been granted school choice by the Capital School District Board of Education. The parent must be able to show proof of residency. The child's birth certificate and immunization records must be presented at the time of registration. If applicable, custody orders are required at registration.

Kindergarten Registration

Registration for Kindergarten students may begin as early as January and early registration is encouraged. A child entering Kindergarten must be 5 years of age on or before August 31 of that year. The child's birth certificate, immunization records and proof of residency must be presented at the time of registration. Also, the child must have a physical examination prior to entering school in the fall. If applicable, custody orders are required at registration.

Student Records

Student records are confidential and may be examined only by parents or persons to whom parents have given written permission to and by appropriate school personnel. Please contact the office if you wish to inspect your child's records.

Withdrawals

A student who withdraws from school must do so through the school office so that necessary paperwork can be completed to ensure his/her entry into the next school. Please notify the office as soon as you are aware that you plan to withdraw your child. Check to see that the school issued Chromebook as well as all textbooks, library books, and other school materials have been returned to the school. The school will complete a transfer form for the parent/guardian to give to the next school.

School Choice

Any parent of a school age child may apply to enroll his/her child in a school or program in the Capital School District by submitting an official Choice Application. Approval for choice is based on capacity within the requested building and on other specified factors. If school choice is awarded, transportation to and from school is the responsibility of the parent/guardian. (For more information see Board Policy #400-02)

HEALTH

In the event that your child becomes ill at school and must go home, it is very important that you or your designee be available to pick up your child. **Your child must be vomit and fever free for 24 hours <u>without the assistance of medication</u> before being permitted to return to school.** In cases of extreme emergency, 911 will be called. Parents will be notified, and the child will be taken to Bayhealth/Medical Center. A note is required each day a child is absent. **Any absence from school for 3 or more days due to illness requires a doctor's excuse upon return to school.**

Emergency Treatment and Contact Information Card

In order to properly care for your child in an emergency, an emergency card will be given to all parents at the beginning of the school year and upon registration thereafter. Please complete this card and return it to your child's teacher immediately.

If your phone number or residence changes during the school year, please notify the school office with the current information.

Medications

The State Board of Education policy requires permission for the administration of medications by the school nurse. Only a school nurse is permitted to administer any medications to be given during school hours. Medications prescribed by the doctor must be brought to school by a parent, guardian, or other responsible adult in the original container with the proper labeling.

Non-prescription drugs may be administered by the school nurse if the following guidelines are met: The medication must be in the original container. The parent, guardian, or other responsible adult must bring the medication to school with the CSD form giving permission to administer the medication. The school nurse will also use her best judgment in the administration of any non-prescription medications. It is strictly forbidden for children to carry any medications, be it prescription or non-prescription, with them during school hours. This includes cough drops and throat lozenges.

Parents/guardians must complete a field trip medication permission form yearly.
The "*over the counter medication permission form"* gives permission to the nurse to administer over the counter meds for the duration of the school year.

The main function of the nurse's office is to take care of health related problems and needs which occur during normal school hours. Injuries or other conditions occurring on weekends need to be treated by the family physician. Please do not wait for the school nurse to diagnose or treat the injury or illness. Injuries and illness should be attended to immediately as complications can arise which could result in a greater loss of time from school.

We request that you advise the nurse and principal if your child's health condition warrants special attention.

Screening Program

During the school year, health screening is provided for children at selected grade levels. This includes testing the child's vision and hearing. When conditions are found which merit attention, parents are notified.

Physical Exams and Immunizations

IMMUNIZATIONS – All pupils must present documented proof and complete dates (mo./day/yr.) of the following:

- **DTP** - Four or more doses of DtaP, DTP or DT vaccine – a child receiving a fourth dose prior to the fourth birthday must have a fifth dose. A child who received the first dose of Td (adult) at or after age seven may meet this requirement with only three doses of Td (adult). A booster dose of Td (adult) is recommended for all students five years after the last DtaP, DTP or DT dose was administered.
- **POLIO** – Four doses of oral or inactivated polio vaccine (OPV/IPV) or a combination of these vaccines. A child receiving a third OPV or IPV dose on or after the fourth birthday does not need a fourth dose.
- **MEASLES** – Two doses of measles vaccine – the first dose should be administered on or after the age of 12 months. The second dose should be administered after the fourth birthday and may be a combined measles, mumps, and rubella (MMR) vaccine.
- **MUMPS** – One dose of mumps vaccine should be administered after the age of 12 months.
- **RUBELLA** – One dose of rubella vaccine should be administered after the age of 12 months.
- **HEPATITIS B** – Three doses of Hepatitis B vaccine are required.
- **VARICELLA** – One dose is recommended.
- **TUBERCULOSIS SKIN TEST** – All new students must show proof of a Mantoux tuberculin skin test with results within the past 12 months. Multi-puncture skin test will not be acceptable.

- **LEAD SCREENING** – For every child born on or after March 1, 1995, and who has reached the age of 12 months, child care facilities and public and private nursery schools, preschools and kindergartens shall require screening for lead poisoning for admission or continued enrollment.

Written documentation from a doctor must be presented if a child cannot receive any of the above immunizations due to medical reasons or a notarized affidavit of religious belief must be presented if you are seeking a religious exemption.

Failure to comply with the Delaware Code regarding the examinations and immunizations will result in your child being excluded from school.

Please call the school nurse if you have questions about immunizations.

STUDENT ARRIVAL AND DISMISSAL

Arrival at School

Teachers arrive at 8:20 a.m. to prepare materials for the day.

The instructional day begins at 8:55 a.m. and ends at 3:35 p.m. All students, car riders and bus riders, may enter the school at 8:40 a.m. each day. **However, closer to 8:45 a.m. is preferable.** Students will report directly to their classrooms. If students would like to receive breakfast from our cafeteria, they will be able to eat in the cafeteria from 8:40-8:55 am.

Students arriving late, after 8:55 a.m., **must** report to the office before going to their classroom. If you bring your child to school after 8:55 a.m., please bring him/her to the office for a late slip.

Release/Early Dismissal

In order to provide for the safety of our students, we will not release your child/children to **any** adult without prior **written authorization and verbal confirmation** from you, the parent or legal guardian.

Please be advised that the adult authorized to pick up your child may be required to show photo identification. Although this may cause an inconvenience to you, your child's safety and welfare are our primary concern.

Early Dismissal/Appointments

If a student leaves during the school day, parents must check him/her out through the office. Students will be called to the office by the school secretary.

Early dismissal procedures are as follows:

1. Parents, guardians and other designees picking up child(ren) for an early dismissal must report to the office for processing.
2. Parent/guardian presents a picture ID.
3. Office staff checks ID against emergency card on file to determine eligibility of the parent to pick-up the child(ren).
4. Office staff call a classroom for children.
5. Parent/guardian remains in the office until the child(ern) arrives and departure is acknowledged by the office staff.

Doctor and Dentist Appointments

Please make every effort to schedule doctor and dentist appointments outside of school hours. However, when that is not possible, students will be excused for these special appointments.

According to district policy, and for the safety of our students, all parents entering the building **must** report to the office. If you bring your child to school or pick him/her up after school, please do not go to the classroom.

Changes in Dismissal

ANYTIME YOU NEED TO CHANGE YOUR CHILD'S DISMISSAL ROUTINE, YOU MUST NOTIFY US. If you make any changes in his/her normal procedure, your **written permission is required**. Please send us a note when this is to occur. We cannot allow a child to go anywhere without your permission. According to Title 14, Section 8.5 of the Delaware Code pertaining to transportation regulations, busing changes *may* be granted by district administration. Please contact Capital School District's Transportation Director at 857-4220 or 857-4221 for any busing changes.

Use of Parking Lots

There are two parking lots. The parking lot in front of the school is for arrival and dismissal ONLY. During the day the front parking lot is closed and provides an extended blacktop recess area. The side parking lot is for our staff and visitors. It is also our bus drop-off and pick-up areas. Under normal circumstances the lot is adequate for our visitors, however, if full, additional parking is available on the road. Cars should never be left unattended with children nor should they be parked in the designated fire lane, nor handicapped parking spots without a handicapped permit.

Walkers, Bicycle and Skateboards

Hartly Elementary does not have many walkers or bike riders. If your child is a walker or bike rider, please contact the main office. Together we will develop a plan for your child's safe travel to and from school. Skateboards are not permitted on school property.

Emergency School Openings and Closings

When it is necessary to open late or close school early due to inclement weather or any other reason, the announcement will be made over local television (WBOC) and radio stations (WRJE 1600 AM, WDOV 1410 AM, TOM 92.9 FM or Eagle 97.7 FM). The announcement will be posted on the Capital School District Facebook page, on the district Website, www.capital.k12.de.us and on the school answering machine by 7:00 a.m. Just dial 492-1870. Please do not call the stations in the case of emergency. **Watch the TV or listen to your radio**. Families will also be contacted using the *School Messenger* calling system. Please be sure contact information is kept current.

Do not drop your child off early on a late opening morning. Be sure to have a back-up plan for your child's care. When school is closed early, children are to be picked up at the emergency dismissal time.
School may be closed or delayed due to fog, storm threat, ice storms and extreme temperatures (hot or cold).

ATTENDANCE POLICY

The district believes that regular school attendance is essential to learning. A habit of regular attendance and promptness to class is basic to good performance in school. Successful students are seldom absent or tardy. The attendance laws of the State of Delaware say every parent or guardian of a child between the ages of 5 and 16 is required to send that child to school every day of the 170-day school term.

Late Arrivals, Early Dismissals & Absences

- Students may be dropped off anytime between 8:40am and 8:55am, but not any earlier, due to a lack of supervision. Any child dropped off after 8:55 am is considered late (tardy). Parents must accompany their child into the school to sign them in with a note stating the reason.

- Student pick-ups before 3:35 pm are considered early dismissals and require a note stating the reason. We request that no child be released from school between 2:45-3:35 pm for child safety and the integrity of dismissal procedures.

- We request any changes in a child's regular transportation be made before 2pm, via phone, note, in person or email.

Ways to Communicate: excused absence, tardy, and/or early dismissal to the school

- When students miss school, their absences are considered unexcused until a note is presented. The note must be brought to the office within three days of the absence or the absence will remain unexcused (see below).
- Email: hartlyattendance@capital.k12.de.us
- A handwritten or emailed note, with specific reason and date(s) of the absence, tardy, and/or early dismissal. A maximum of 12 absent, tardy and early dismissal days can be excused by parent note.
- A professional note from a doctor, dentist, health care provider, mental health service, etc. All of these notes are excusable.

What can Happen if your Child has too Many Unexcused Absences, Tardies, and/or Early Dismissals?

- Your child misses valuable educational time!
- Your child could miss exciting assemblies and educational field trips!
- After 3-5 unexcused absences –the school will contact home.
- After 6-9 unexcused absences-a parent conference is scheduled with the school and district hearing officer.
- After 10 unexcused absences-the school can complete a home visit.
- After 20 unexcused absences-the school can file truancy charges on the parents/guardians.

If you are concerned about your child's attendance, please contact the school at 492-1870 or 492-1871.

CURRICULUM and RELATED AREAS

Our curriculum is determined by the Delaware Standards/Common Core State Standards (CCSS). Information about the Common Core State Standards (CCSS) is available for review in the principal's office.

Reading

Key features of the curriculum include reading (literature, informational text, and foundational skills), writing, speaking/listening, and language. A strong emphasis on higher-level comprehension skills provides opportunities for students to analyze and integrate information from multiple texts, noting similarities and differences in points of view presented. Students read an abundance of different types of complex texts and engage in discussions that focus on information from the text. Small group differentiated instruction is provided.

Language Arts

Students will express their thinking verbally and in writing for various purposes and audiences. In addition, students will write opinions or explanations that group related information and independently conduct short research projects that build knowledge about various topics.

Math

The Math curriculum balances the development of math concepts, computational fluency, and problem-solving skills while working on meaningful and challenging tasks. In addition to traditional math concepts, other topics such as numbers and operations, geometry, algebra, patterns and relationships, and measurement are investigated. The curriculum includes daily practice and problems with an emphasis on math discussions and math vocabulary.

Science

The Science curriculum emphasizes a hands-on discovery approach through the use of prepared science kits. Components include inquiry science, physical science, earth science and life science.

Social Studies

The Social Studies curriculum is designed to increase student knowledge in the areas of geography, economics, civics and history.

Technology

Students have access to technology integrated with curriculum and instruction, available in classrooms, and labs on a regular basis. Specific skills to each grade level (K-12) are outlined by the Capital Technology Curriculum.

Specials/Other Areas

Our students, grades K-4, have Library, Music, Art, Physical Education or STEM (Science, Technology, Engineering, and Math activities) on a five-day rotation schedule.

Library

Students visit the library with their class. During the library period, students learn library skills, listen to stories and exchange their books.

Music

The music curriculum offers the study of melody, rhythm, and harmony. Melody and harmony are the vehicle through which we learn to read notes. Through rhythm, we learn tempo.

Physical Education

The development and maintenance of a healthy body is essential for physical wellbeing and good mental health. We attempt to create an atmosphere for the development of leadership, sportsmanship, and congeniality through our physical education program.

Art

The art program builds upon students' experiences in school and their typical patterns of growth: physical, perceptual, intellectual, social and emotional. All children are creative in their own way.

Band

The band program is availalbe for our fifth grade students and introduces students to a variety of musicial instruments.

Meeting Students' Individual Needs

If a parent is concerned about his/her child's progress in school or about a social or health problem, he or she is encouraged to bring the concern to the attention of the classroom teacher or the building principal. Professionals such as the nurse, school psychologist, counselor, and consulting teacher are available to determine a child's special needs as well as to help provide services to assist in resolving the problem or concern. Support Services include: Nurse, Counselor, Licensed Clinical Social Worker, K- 4 Reading and Math Specialists, School Psychologist, and Special Education Coordinator.

Special Programs

ACT Program

Students in third and fourth grades who need a faster pace and additional challenge to reach their full academic potential are recommended for participation in Capital School District's **ACT (Accelerated Curriculum and Technology)** program. The ACT teacher works with these students for approximately 90 minutes each week, providing opportunities to enrich the regular grade-level curriculum with technology integration and activities that enhance and challenge the students' critical thinking skills. Placement in this program is based on screening to determine the student's current academic achievement, higher-order thinking ability, and previous classroom performance.

Special Education

Hartly Elementary provides special education services for children who have identified learning needs. A school-based team consisting of a psychologist, nurse, teacher, consulting teacher, principal, counselor and family members, work together utilizing educational, psychological, and social data to develop an individualized education program to improve the student's achievement and social adaptation.

Special Education services are provided in a variety of settings-regular class, resource room, and small group-based on the individual student's needs.

Multi Language Learners (MLL)

Services are provided to Multi Language Learners to support their engagement in high quality instruction and assessment designed to meet their individual needs. Students are screened for Multi Language services upon enrollment in every school in Capital. Specially trained teachers are in place in every school who work with teachers and families to customize and deliver services based on the English proficiency of the child. Students who are enrolled as Multi Language Learners continue with services until proficiency targets have been achieved.

Title I

The primary purpose of the Title I program is to assist students in increasing their academic achievement. Helping all struggling students to become proficient is the goal of a school-wide Title I Program. If any child experiences reading or math difficulties based on assessment data, an intervention team will meet to plan appropriate intervention services to support the child. This support may be provided by the classroom teacher, a reading teacher, a math specialist or an instructional paraprofessional. All services will be coordinated and aligned with classroom instruction and the intervention team will meet regularly to determine student progress and to adjust the intervention program as needed. Student progress will also be communicated to parents on an ongoing basis. If you have any questions or concerns regarding the Title I program or the services your child is receiving, please share these concerns with the classroom teacher first and then the building principal. If the concerns are not addressed at the building level, please contact the District Office. You can contact the Director of Elementary Instruction at (302) 857-4228. If concerns are not addressed at the district level, you may file a

complaint with the Delaware Department of Education. The complaint process is outlined in a document located at the Capital School District website under District information/Title I/ESEA Complaint Procedures.

Speech and Language Therapy
A speech therapist works with students that have been screened and qualify to receive speech services. Students who are referred by their teachers may work with the therapist on a regular basis. If any parent feels his/her child may need help in the area of speech development, they should contact the child's teacher to inquire about obtaining an evaluation from the therapist.

Homebound Tutoring
In accordance with state law, the district provides homebound services for children whose prolonged illness or disabling condition prevents them from attending school. Please contact the principal for further information.

Homework Policy

Purpose:
The Capital School District Board of Education recognizes regular, purposeful homework as an essential component of the instructional process. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Recent demands for higher level student achievement in all content areas necessitate a more rigorous homework policy designed to give students more opportunities to be successful.

Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the fostering of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instructions and should serve as a basis for further study and preparation for future class assignments. In addition to written assignments, homework can include time devoted to reading and studying for quizzes and examinations. In light of the major purposes for homework, it is not to be assigned as punishment for students for disciplinary reasons. Homework is part of formative assessment.

Responsibility for homework should gradually increase for students in grades one through six. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments to exceptional students should reflect the special needs of such students.

Teachers shall consider the following factors when making homework assignments:

1. The grade level of the student.
2. The level and degree of difficulty of the subject being studied.
3. The maturity level of the student.
4. The instructional needs of the student.
5. Assignments that have a clear and definite purpose and are directly related to the objectives of the course.
6. Homework demands are made in other subject areas or classes and significant school activities (concerts, SBAC tests, etc.) that may affect the student's ability to complete the assignment.
7. Homework should be purposeful. Legitimate purposes for homework include practicing a skill or process that students can do independently, but not fluently, elaborating on information that has been addressed in class to deepen topics of their own interest.
8. Homework should be designed to maximize the chances that students will complete it. For example, ensure that homework is at the appropriate level of difficulty. Students should be able to complete homework assignments independently with relatively high success rates, but they should still find the assignments challenging enough to be interesting.

Principals will be responsible for:

1. Communicating this policy on homework to staff members, students, and parents.
2. Encouraging parents to communicate with the school if a student's homework assignments are excessive or not sufficiently challenging to the student, according to the parents' views.
3. Monitoring the implementation of the homework policy.
4. Emphasizing reading as an integral part of the school's homework policy.

Teachers will be responsible for:

1. Teaching independent study skills.
2. Making appropriate assignments.
3. Ensuring that students and parents have a clear understanding of the teacher's homework assignments and are given notice as far ahead as possible to allow them to find ample time to devote to the assignments.
4. Checking, reviewing, evaluating, and/or grading student homework according to the teacher's individual methods, in keeping with a system that is clearly explained to the class.
5. Giving feedback on homework assignments in a timely manner.
6. Making instructions related to homework clear and providing, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.
7. Assigning students homework that includes specific periods of time devoted to reading on a regular basis.
8. Posting the assignments on the Internet or teacher web page, and/or homework hotline (Middle and High School).
9. Informing students of homework assignments missed because of absence or substituting another activity for the missed assignment so that there are no gaps in learning.
10. Giving students a reasonable amount of time and support to complete missing assignments.
11. Providing additional help where needed for homework assignments and lesson understanding.
12. Informing parents if students have not completed homework assignments.

Students will be responsible for:

1. Completing assigned homework as directed.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments which reflect careful attention to detail and quality work.
4. Devoting a specified amount of time to reading as part of the homework assignment.
5. Understanding and recording the homework assignment(s) before leaving school.
6. Taking home all necessary materials to complete assignment(s).
7. Having an organized means of keeping and carrying homework to and from school.
8. Arranging for a place to work and having a regular time to study.
9. Scheduling time for homework that is compatible with family and/or after school activities.
10. Completing homework with a minimum of parental help.
11. Completing homework assignments as carefully and as neatly as possible.
12. Completing homework and turning it in on time.
13. Budgeting time for long-term projects.
14. Completing all work missed because of absences or school activities.
15. Bringing a fully charged district assigned Chromebook to and from school daily.

Parents' responsibilities include:

1. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework assigned.
2. Indicating an interest about assignments and assisting, if possible when requested by the child, but not to include performing the work for the child.
3. Supporting the school in regard to the students' being assigned homework.
4. Requesting assignments for students when short term absences are involved.
5. Assisting the school in stressing the importance of reading and its benefits.

6. Assuring students read when specific homework assignments are not given or when they are completed before the specified time period for homework is over.
7. Reading and discussing the district's homework policy with your child and encouraging good study habits.
8. Providing necessary assistance and a positive, supportive attitude and encouraging good study habits.
9. Communicating any concerns and questions regarding homework assignments to the child's teacher.
10. Encouraging the child to seek additional help, if needed, from the teacher.
11. Providing an appropriate time and environment for study and learning; checking the homework for completion and showing an active interest in it.
12. Monitoring television, radio, computer games, and outside activities to be sure the students have sufficient study time.
13. Supporting the school's procedure on making up missed homework.

It is understood that it is not the parent's responsibility to provide a great deal of assistance to the student in completing homework. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned homework period. It is the school's responsibility to make instructions related to homework clear and to provide, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.

Reading is recognized as a universal skill that relates to all subjects. Therefore, when specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for the amount of time specified in this policy.

Kindergarten teachers shall exercise judgment in making homework assignments considering the child's readiness level and the type of work to be accomplished.

At the secondary level, students in academic classes should receive a minimum of two homework assignments each week in each class. These assignments should be reflected in the student's class grade.

Frequency and Quality of Homework Assignments

Each school, when implementing this homework policy, should consider these guidelines as daily averages:

Grades	Frequency of Assignment	Total Daily Average (All Subjects)
K – 1	Daily (4 days a week)	20 to 30 minutes
2 – 4	4 days a week plus reading/projects for weekend	30 to 45 minutes
5 – 6	4 days a week plus reading/projects for weekend	60 minutes
7 – 8	Daily (5 days a week)	75 minutes
9 – 12	Daily (5 days a week)	**120 minutes

*Two day make-up rule became effective during the 2013-2014 school year.

***Advanced courses, especially at the high school level, generally require additional hours of work. However, it is important to ensure that these assignments are made with the wellbeing of the student in mind which may require coordination between departments and instructors.*

Homework not completed or late work:

1. Students will be given a reasonable amount of time to complete their homework. Schools will be responsible to come up with a plan to aid students to accomplish this.
2. When late work is completed in the given time, there will be a maximum reduction of one letter grade below what the student would have received had the assignment been completed on time.
3. Parents should be notified if a student demonstrates a pattern of incomplete and/or late work.

Library Multimedia Policy
In regard to video use, State law specifically states "the use must be part of the instructional program and (videos) cannot be shown for recreation or entertainment". All Videos shown in the school must be tied to the school curriculum and must be in compliance with the Capital School District Library Multimedia Policy (#200-12).

Field Trips

Field trips are a vital part of our education program and are used to enhance our curriculum. We expect students to participate in this learning experience. The teacher will send home a permission slip for each trip asking permission for your child to take part in the learning experience. The permission slip must be signed by a parent or legal guardian and returned to school prior to the day of the field trip. Students are not permitted to go on a field trip without this written permission.

If you choose not to send your child on a field trip, you are to call the school or send the teacher a note when you receive the permission slip. If a student does not participate for reasons other than medical, he/she must report to school on the day of the field trip. Not reporting will be considered an unexcused absence.

All parents MUST complete the Volunteer Application Form in order to serve as a chaperone for field trips. Forms are available in the school office. Parent chaperones are always needed to assist teachers on trips. The number of chaperones required will be determined by the Capital School District Policy (#700-04). Chaperones are not permitted to bring other children on field trips. Some field trips may require students to pack a lunch. However, they may not bring glass bottles or containers.

Responsibility for Books and Materials
Throughout the school year, your child will be issued books and materials. There is no charge for the normal use of these books and materials. We do expect each child to exercise reasonable care in handling books, materials, and other school property. If property and material assigned to or used by your child is lost or damaged, you will be responsible for replacing or paying for the item.

We encourage students and parents to use the library as often as possible. Students may borrow books from the school library for one week unless they are reserved or they are reference books. Students may renew a book if no one else has requested the title. The student is responsible for the item borrowed, and must return the book/magazine on library day. If a book or magazine is lost or damaged, the student will be expected to pay for that item.

After School Programs

21st Century

The 21st Century program is a grant-funded free afterschool and summer program held at Hartly Elementary. The 21st program offers students the opportunity to increase academic achievement in one or more areas, increase school connectedness of participants, families, caregivers and teachers. The program also helps increase the capacity for students to become productive adults. 21st century program offers enrichment activities such as Junior Achievement, DEMCO Young Entrepreneurs,, Chess, Girl Scouts, Sports, Arts & Crafts, STEM and much more. The Afterschool program is held Monday through Thursday until 5:30pm at Hartly during the school year. Students receive a daily snack, homework assistance, academic enrichment and a social enrichment activity. Bus transportation is provided for students who request transportation and live in the Hartly feeder pattern. There is an attendance policy for students participating in the program.

More information and registration for the program will be available at the start of the school year.

Girls On the Run
Girls on the Run inspires ALL girls to build confidence and make intentional decisions, while fostering care and compassion for self and others. Trained coaches use physical activity and dynamic discussions to build social, emotional and physical skills in every girl while encouraging healthy habits for life. Girls on the Run is a positive youth development program for girls in third-fifth grade. Throughout the program, participants will have fun, make friends, increase their physical activity levels and learn important life skills. Trained coaches lead girls through interactive lessons and running activities. The season ends with a 5K celebration. For more information and registration is at www.gotrde.org.

Odyssey of the Mind
Odyssey of the Mind is an after-school program open to students in **grades K–5** who enjoy creativity, teamwork, and problem-solving. Students work together to develop innovative solutions to fun, hands-on challenges while building leadership and collaboration skills. Teams will prepare throughout the year for the **Odyssey of the Mind competition in March**.

Chorus
School Chorus is open to students in grades 3–5 who enjoy singing and performing. Chorus meets after school twice a week and participates in numerous school and community events throughout the year. Students also prepare for a choral competition in late spring, while building confidence, teamwork, and performance skills.

REPORTING STUDENT PROGRESS

Report Cards and Progress Reports
Report cards are issued at the end of each marking period in grades K - 4. In addition to the report card, a progress report is sent home to parents a minimum of once between each report card. Teachers are required to contact parents either by telephone or in writing anytime a child's work becomes unsatisfactory. Teachers will meet with parents at Open House to give an overview of the Capital School District curriculum and grade level expectations.
Parents are also invited to attend a parent/teacher conference during elementary conference days in November. Parents may request a conference at any time during the school year. A conference may be arranged by calling the school office (492-1870).

Progress Reports Out:	**Report Cards Out:**
10/8/26	11/23/26 & 11/24/26 at Parent Teacher Conferences
12/18/26	2/11/27
03/11/27	4/22/27
5/19/27	Mailed at the end of the school year

Marking Codes
Marking codes correlate with the Delaware and Common Core State Standards (CCSS). They are as follows:

Kindergarten – First Grade 3 = Meets or Exceeds the Standard
2 = Approaches the Standard
1 = Needs Reinforcement

Grades 2 – 12 A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = 0 - 59 Well Below the Standard – Failure
(Parent Conference Required)

At the end of each marking period, cumulative averages below 50 will be converted to a 50. This adjustment still reflects that a student has failed and is Well Below the Standard. However, with hard work, the student has the opportunity to recover by earning a passing grade.

Promotion Retention Guidelines – Capital School District

The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or nonattainment of approved standards in core academic content areas as well as the laws, rules, regulations or policies set forth by the Department of Education and the Capital School District.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified as early in the school year as possible and that appropriate intervention strategies and/or support systems are used to assist students in performing on grade level. Schools and teachers are also responsible for informing parents/guardians in a timely manner of a student's academic progress and seeking active support from parents/guardians when the student's academic performance is not at a proficient level.

PROMOTION REQUIREMENTS

Capital School District Accountability Policy outlines the requirements for promotion and retention of students. **(Please see promotion/retention district board policy).**

PARENTAL INVOLVEMENT

Parental involvement is crucial to the education of children. Cooperation between parents and teachers is necessary in order to ensure success in the educational process.

Visits and Classroom Observations

In compliance with Delaware State Law, all parents and/or visitors are **required** to report to the main office for permission to go anywhere in the building. All messages and information will be relayed from the office to the appropriate person/class. If you wish to meet with your child's teacher, please see the school secretary to arrange an appointment. For the safety and security of our students, we require all visitors to Check-In at the office and obtain a visitor's pass.

Classroom observations are encouraged. Parents are invited to learn about the education program in the classroom setting. Parents are asked to call the office to schedule a visit. Parents are not permitted to bring other children with them to classroom observations. Please do not ask teachers to stop and discuss your child during the observation. Observations should not interfere with instruction.

Volunteer Program

All volunteers must complete the Volunteer Application Form in order to serve as a volunteer. This form is available in the school office. A volunteer survey form is distributed at the beginning of the year for parents/guardians to complete. A volunteer orientation is conducted each year. The training is mandatory for all new volunteers.

P.LT. — Parent Lighthouse Team

Our school has an active Parent Lighrhouse Team. The PLT consists of parents and teachers who work together to promote closer relations between the home and the school. The PLT is concerned with improving the general welfare of all of the students at Hartly Elementary. Participation in the PLT is an excellent way to become acquainted with the school program, personnel, and other parents. Membership is by donation per adult or family. Parents are encouraged to attend our. meetings. Please refer to the Hartly Elementary School's calendar for specific meeting dates/times.

DISCIPLINE

Philosophy

Our school philosophy commits us to develop a climate where student creativity, responsibility and self-direction are recognized and may be nurtured in an atmosphere free from coercion and fear. We recognize the fact that students have rights as citizens and that these rights are in part guaranteed under the Fourteenth Amendment and the Bill of Rights.

At the same time, a school, as any other institution, cannot function without reasonable rules that are consistently and effectively enforced.

It becomes obvious that not all individuals choose to, or are able to, behave within the boundaries of individual responsibility and freedom. It is, therefore, necessary to set up a Student Success Guide and a procedure for dealing with individuals who exceed social, legal and conduct boundaries. Disciplinary actions thus become necessary when an act, among other things: 1) disrupts the education process; 2) violates the personal and/or educational rights of an individual; or 3) violates State and/or Federal laws.

School is a place to learn concepts and practice skills. It is also a place where students learn and practice appropriate behavior. They are taught to respect the rights of others and to do whatever is necessary to follow reasonable regulations to ensure a better learning atmosphere for themselves and those around them.

We have a number of general school rules and regulations which apply to all students. Teachers have more specific rules in their classrooms which are usually developed by the class for the good of all. From time to time a student breaks one of the rules and it is necessary that corrective action be taken. Sometimes we must contact parents about a situation, and in serious matters, an immediate conference may be necessary.

General Student Regulations

- Every pupil will be expected to report to school on time each school day unless he/she has a valid excuse for absences or tardiness.
- Pupils are expected to move throughout the school quietly so as not to disturb classes. Running, yelling, pushing, etc. are not acceptable types of pupil behavior inside the school building.
- Pupils are expected to have respectful interactions with adults and other students in the building.
- Fighting, swearing, name calling, and other similar types of behavior are not acceptable.

- ❖ During the school day, students are never to leave the school building or grounds without the knowledge and permission of the school office.
- ❖ Pupils not involved in an after school program, are to leave the building upon dismissal. If there is a need to return to the building, the student should request permission from the school office.
- ❖ Chewing gum is not permitted in school.
- ❖ Electronic devices such as: cellular phones are not permitted in school. Video games and non-school issued electronic devices are not permitted in school, unless authorized by the school administration.
- ❖ School and personal property are to be respected at all times.

In accordance with the state law, the following are not permitted in school:

- ❖ Guns, knives, or other weapons, real or toy. **(See Gun Free School Policy in the Student Success Guide).**
- ❖ Drugs, or look-alike drugs. (Except those to be administered by the school nurse.)
- ❖ Any alcohol products.
- ❖ Any tobacco products.
- ❖ Lighters, matches, firecrackers, or any other incendiary products.

Student Expectations

- Try their best to learn.
- Set goals and work to achieve those goals.
- **Listen to adults and follow their directions.**
- Show respect.
- Take good care of school and personal property.
- Know and follow the rules for the classroom, lunchroom, playground, hallways, and bus.
- Follow the Eight Habits of Happy Kids in all locations:

  Be **Respectful** of self, others and surroundings
  Be **Responsible** and prepared at all times
  Be **Ready** to follow directions and procedures
- Complete and return homework.

Classroom Management System

Each classroom teacher and related arts teacher will provide students with a clear understanding of classroom expectations. Reminders of the expectations-verbal and non-verbal will be provided to the student as part of the Positive Behavior Support system (PBS). Studenst may earn Leadership Tickets by teachers to "purchase" items from our school store, special events, and special treats. We will also take part in Leader in Me lessons and be encouraged to display leadership skills using the 8 Habits of Happy Kids.

Leader In Me

Hartly Elementary is proud to be a *Leader in Me Lighthouse* School. *Leader in Me* is a whole-school improvement process based on the idea that everyone can be a leader. This evidence-based approach empowers students with the leadership and life-skills they need to thrive in the 21st century. We focus on developing the whole-child by:

- teaching LEADERSHIP to every student,
- creating a CULTURE of student empowerment,
- and aligning systems to drive results in ACADEMICS

Visit the *Leader in Me* Blog for inspiration and resources or learn more at leaderinme.org.

Interventions

Student regulations, classroom rules and expected behaviors are explained to the children. Please review these at home. Any behavior or inappropriate language which causes the learning atmosphere to deteriorate or be disrupted, or which infringes upon the rights of others in the school will not be tolerated and may subject the student to corrective measures. Acceptable corrective measures may include, but are not limited to, the following:

* Teacher/student conference.
* Loss of privileges or preferred activities.
* Time-out in the classroom or office.
* Communication with parents via note, telephone, or conference.
* Referral to counselor.
* Referral to principal.
* After school detention.
* In-school suspension or out-of-school suspension.

For specific violations/consequences, refer to Capital School District's Student Success Guide.

Positive Reinforcement Programs – Incentive programs which reinforce students for their positive actions and good citizenship. The school-wide programs are:

- **Leader in Me Student Lighthouse Team** – Students apply to be a member of the Student Lighthouse Team. They act as role models for other students by following the Habits of Happy Kids. The team meets each month to plan for activities and projects to serve our school community.
- **Safety Patrol**: Students are recommended by teachers and students to serve on the Safety Patrol. Safety Patrol members are strategically placed throughout the hallways in the morning and during dismissal. They are supervised by the school guidance counselor. This year our School Safety Monitor will be involved in managing our Safety Patrol Program.

Conflict Resolution

Conflict Resolution Training-Teachers and school staff received training in Effective Teaching Strategies. All students receive instruction in conflict resolution, social skills, etc. The guidance counselor and school psychologist provide support in anger management, stress management, problem solving and more.

Student Conduct Reporting Law

(Formerly called House Bill 85; HB/Law 322)

The Student Conduct Reporting Law mandates that certain suspected violations of the law must be reported to the police and to the Department of Public Education. These student criminal violations include but are not limited to: assault or extortion of a student; assault, offensive touching, threatening or extortion of a staff

member; student possession of any weapon or dangerous instrument; and possession, consumption or being under the influence of unlawful drugs or alcohol. The above are criminal offenses and may result in an arrest.

Student Management and Discipline for Exceptional Children

A. If a student with a disability, as defined by Federal and State law and regulations, is recommended for removal for more than ten (10) school days, either consecutively or cumulatively, in any one school year, or if expulsion is being recommended, a meeting of the student's IEP team shall be conducted.
B. The student's IEP team will consider whether the offense was a manifestation of the student's disability.
C. If the IEP team determines the offense was a manifestation of the student's disability, the IEP team shall modify the student's educational program and/or placement accordingly.
D. If the IEP team determines that the offense is not a manifestation of the student's disability, the student will be subject to the provisions of the District's Student Success Guide and disciplined accordingly.
E. In instances where the student with a disability presents a danger to him/herself or others, or is so disruptive to the educational environment as to interfere with the rights of other students, emergency placement and/or removal may be sought by the District, including homebound instruction.
F. Students with disabilities and their parents and/or guardians should also refer to the Administrative Manual for Special Education Services available through the Delaware Department of Education.

Cafeteria Rules

1. Students will enter the cafeteria quietly, stand in a quiet and orderly line while waiting, buy their lunch, and go directly to their seat.
2. Good manners are expected at all times.
3. Lunchtime is for eating.
4. Students will follow the Habits of Happy Kids: Be Proactive, Begin with the End in Mind, Put First Things First, Think Win-Win, Seek First to Understand then to be Understood, Synergize, Sharpen the Saw, Find your Voice and Inspire Others to do the Same.
5. Students will remain in their seats for the entire lunch period. Students are to raise their hand if they need assistance.
6. All conversation will be in an inside voice.
7. Each student is responsible for cleaning up his/her own trash.
8. About five minutes before each class is to leave, the supervising adult will dismiss the students to put away the trays, trash, etc. Pupils will line up immediately and wait quietly for their teacher. Pupils will remain quietly in line until they are picked up by their teacher.
9. No food, milk cartons, or straws are to be taken from the cafeteria.
10. Students assigned to clean the tables will do their work during the five minutes that trays are being emptied.

Playground Regulations

1. Students are to stay in their assigned area and will be supervised at all times.
2. Equipment is to be used in a safe manner at all times. The teacher is responsible for enforcing safety practices.
3. All playground equipment will be shared with appropriate grade levels. Students are expected to take turns if equipment is under heavy use.
4. No hard balls (baseballs) or bats are to be used on the playground.
5. Throwing snowballs, dirt, and stones is prohibited.
6. Individual students are not to enter the building during recess time except in emergency situations and with teacher permission.
7. Fighting is forbidden.
8. Report problems or concerns to the teachers on duty.
9. Return all playground equipment to the tubs.
10. Line up immediately when the teachers call, whistle, or ring for the end of recess.

BUS TRANSPORTATION

The safety and care of children riding the school bus is a major concern and requires a high degree of responsible behavior from each child. Parental cooperation is vital. It is important that:

Each child will wait in an orderly manner at the bus stop before the bus arrives.
Each child is properly dressed to wait, no matter what the weather.
Parents/Guardians **monitor their children while they wait for the bus.**
Children should not rush to the curb before the bus comes to a stop. They must board the bus in single file using the handrails.

Bus Rules/Procedures

Each child should:

- Be seated immediately after boarding the bus.
- Keep heads and arms inside the bus, never out the window.
- Help keep the bus clean. No objects are to be thrown in or out of the bus.
- Cell phones off and in bookbags.
- Toys and other items in bookbags.
- **Obey the bus driver at all times.**

Children violating these rules of safety and courtesy will be reported to the principal by the bus driver. Capital School District Policy will then determine whether the child's/children's riding privileges will be suspended and if so, for how long. All concerns regarding bus schedules and/or pick-up times should be addressed with the Capital School District Transportation Office at 857-4220.

The following is a summary of the Capital School District Bus Discipline Procedures. Please read and review these procedures with your child.

In the event of problem behaviors on the bus, procedures will be:

- ❖ Driver communicates with the student and parent by telephone.
- ❖ If the problem persists, the driver shall report the student to the school principal or his/her designee using the student bus conduct form.
- ❖ If the parent has been informed and the incident investigated, the school principal or his/her designee may suspend the student's bus riding privileges.
- ❖ If problems persist, the student can be suspended until a conference is held or can be suspended for a longer period of time.
- ❖ If a student has been suspended from the bus for five (5) days or more in a school year, that student and parent must have a hearing. The student and parent will be given the option of signing a behavioral contract. If the student violates the contract it will result in the loss of bus riding privileges for the remainder of the school year. *This last action needs the approval of the Supervisor of Transportation, with appeal rights to the Superintendent.*

Such suspensions shall be:

<u>Minor Violation</u>

1st written report	Warning
2nd written report	1 -2 days loss of bus privilege

3rd written report 2 -3 days loss of bus privilege
4th written report 3 -5 days loss of bus privilege

Major Violation – *Any major violation could result in longer suspension of bus privileges pending investigation and Student Success Guide required action*

1st written report 1 - 3 days loss of bus privilege
2nd written report 2 - 3 days loss of bus privilege
3rd written report 2 - 4 days loss of bus privilege; parent meeting may be requested
4th written report 3 - 5 day loss of bus privilege; parent meeting will be requested

Minor/Major Violations are, but not limited to:

Minor Violations

1. Shouting in or out of the bus
2. Disobeying driver's instruction
3. Talking back to driver
4. Not staying in seat
5. Throwing objects
6. Littering
7. Eating or drinking
8. Annoying other students
9. Attempting to bring unapproved items on bus
10. Use of cell phones for Videotaping
11. Listening to music, playing instruments, or games without the use of headphones

Major Violations

1. Fighting
2. Physical actions resulting in injury to self or others
3. Property destruction
4. Threatening or abusive behavior towards driver
5. Cursing at the bus driver
6. Endangering the safety of other students on the bus
7. Crossing the dual highway
8. Putting arms or head out of the windows
9. Getting on or off the bus in an unsafe manner
10. Getting on or off at incorrect stop
11. Smoking, use of pyrotechnic devices
12. Possession of alcoholic beverages or drugs
13. Carrying or possession of weapons, dangerous explosive devices
14. Bullying

Department of Education regulations state that a student may not be put off a bus at any place other than home or school. If an action occurs that may justify the student not being transported to school the next day, the building principal, his/her designee or the transportation supervisor must be notified personally.

In the event a student becomes so unruly as to be a hazard to the other students, the driver, or any further progress of the bus run, the driver should pull to the side of the road and stop. If the student cannot be brought under control the driver should call for assistance using the following order:

1. School
2. Bus Contractor
3. The Supervisor of Transportation
4. Or, if necessary, the police

The preceding rules and regulations concerning the transportation of Capital School District pupils shall be policy for the Capital School District Board of Education. For specific information regarding exceptional children refer to DISCIPLINE - Student Management and Discipline for Exceptional Children.

GENERAL INFORMATION

Home-School Communication

Parent-teacher communication is a partnership requiring each to fully inform the other of the child's progress. This partnership has a significant influence on student success. Therefore, we encourage on-going communication to meet all student needs. The forms of communication which teachers use may include the Talking Points app, newsletters, notes, flyers, assignment sheets/pads, weekly or daily folders, conferences, phone calls, progress reports, and report cards. Additional information is available through our website, www.hartly.capital.k12.de.us, the Hartly FaceBook page and our monthly newsletter, Hartly Family Communication.

Parents are urged to contact the teacher whenever the need arises via a note or a phone call. Parent conferences can be scheduled as needed with the teachers at a mutually convenient time. Parent conferences are scheduled with all parents at the end of the first marking period. Attendance at these conferences is highly encouraged. Parents can request a schedule change if the assigned time is inconvenient.

At all grade levels, conferences may be requested by the parent, teacher, school counselor, case manager, or the principal. We strongly encourage our parents to visit Hartly Elementary School early in the school year. You may arrange for classroom observations by calling the office or contacting the classroom teacher to determine the time and date of the observation.

Breakfast and Lunch Program

Breakfast and lunch will be provided for all students at no cost through Capital School District's participation in the Community Eligibility Provision (CEP). If students wish to purchase snacks or buy additional lunches, a check, cash, or LINQ payment may be used. The check must be written, payable to **"Child Nutrition"** and include the student's name and student identification number, or you may visit linqconnect.com to prepay on your student's meal account. Pupils who participate in the breakfast program will go directly to the cafeteria or classroom after getting off the bus. School staff will supervise and dismiss students from the cafeteria.

Children who pack their lunches are encouraged to bring nutritious, balanced lunches. It is important for learning and concentration that children receive balanced meals. Please do not include large amounts of snack-type foods and candy in their lunches. Children are not allowed to share food with other classmates. Sodas are not allowed in school.

Food and drinks are not to be carried throughout the school. They are restricted to the cafeteria. The presence of food and drink in the classroom is very disruptive and interferes with learning. Items requiring refrigeration are not to be sent to school as part of a school lunch.

Dress Code

Parents control how a student is groomed and what the student wears to school, therefore parents are considered the primary enforcers of the dress code. Students are expected to wear clean, neat, and safe clothing that is appropriate for outdoor recess. Clothing worn by students should support the atmosphere of learning which we foster at Hartly Elementary School.

A student who dresses in a manner that disrupts the educational process will be referred to the school administration. Dress code violations will be handled on a case by case basis. If the student is considered to be out of the dress code, the student will be asked to remove or cover the inappropriate clothing. If this is not possible, a parent will be called and asked to bring proper clothing or to take the child home.

1. Appropriate footwear with socks must be worn at all times.
2. Pants/shorts must be secured at the waist; belts should be worn with looped pants
3. Undergarments must be covered.
4. Clothing should be in good repair.

5. Skirts, dresses and shorts must be not shorter than mid-thigh.
6. Dresses, blouses, and shirts must cover the back and midriff.
7. Clothing with offensive language/pictures or references to drugs/alcohol/sex or other offensive themes will not be accepted.
8. Hats or other headgear are not to be worn in the school building.
9. Sunglasses are not to be worn in the building.
10. Jewelry which may present a safety hazard or which may present a distraction is not suitable for school wear.
11. Shoelaces should be of appropriate length and tied at all times.
12. Shoes should be safe for play; **flip flops and high heels are not permitted.**

Again, dress should be appropriate for elementary school children.

Valuables
Common sense and consideration are the best guide in determining whether or not to bring personal possessions to school. The school administrator and staff can't be responsible for valuables which students bring to school. It is recommended that students leave all valuables at home, including cell phones, smart watches, and tablets.

Lost and Found
Children often lose their personal belongings. Lost and found items are kept in the nurse's office. Please label all outer clothing, lunch boxes and bags, book bags, and items brought to school. Expensive items or items with great sentimental value to a child or the family should not be sent to school with a child. Please contact the nurse's office to inquire about a lost item.

Recess Policy
During the school day your child/children will receive one twenty five minute recess. The purpose of recess is to provide your child/children a break, fresh air, and informal participation in positive social and physical activities.

All recess will be held outside, except in extreme weather situations. Please be sure that your child is dressed appropriately for the weather. Parent requests for inside recess impose a supervision problem, as teachers must be out with the children. If you have a particular concern, please contact the school nurse.

Emergency, Outreach, and Attendance Calls
The Capital School District uses an automated notification service, which allows us to send telephone, txt, and email messages to you providing important information about school events or emergencies. This system will be used to notify you of school delays or cancellations due to inclement weather, as well as remind you about various events, including report card distribution, progress reports and more. In the event of an emergency at school, you can have the peace of mind knowing that you will be informed immediately by phone.

The successful delivery of information is dependent upon **ACCURATE** contact information for each student, so please make certain that we have your most **current** phone number. These details are collected on the Capital School District Emergency Treatment and Contact Information Form. **If this information changes during the school year, please notify the school immediately.**

The Home Phone number for each Parent/Guardian listed receives all calls. During emergencies all contacts listed will receive an automated call. Please contact the building to make any adjustments required.

We are very excited to provide this additional tool to improve parent communication and we look forward to having the ability to deliver real time information to you, and provide awareness of all the great events that take place within our school.

Media Release Procedures

Capital School District uses and releases photographs, audio recordings, and/or video recordings taken or recorded at its facilities and events for educational, instructional, or promotional purposes as determined by Capital School District for use in broadcast and media formats now existing or created in the future. These photographs and recordings often include depictions of students and/or parents engaged in school functions and activities. Any such photographs, audio recordings, and/or video recordings shall become the property of Capital School District and may be used by Capital School District or others with the consent of Capital School District and/ or its representatives. As the parent of a student or as an eligible student (18 years of age or older), you may elect to withhold your consent for Capital School District's use of photographs, audio recordings, and/or video recordings of you and/or your child.

In order to withhold your consent for the disclosure of you and/or your child's photographs, audio recordings, and/or video recordings, the parent of the student or the eligible student must notify the principal of the school the student attends in writing within 10 days of receipt of this document. The written notice must: (1) include the name of the student; (2) include a statement that the parent/guardian or eligible student is opting out of the release of photographs, audio recordings, and/or video recordings depicting the student; and (3) be signed and dated by the parent, guardian or eligible student.

Please note that your written notice will be effective for the current school year only and must be renewed on an annual basis should you wish to continue to opt out of the release of photographs and recordings. Finally, please note that Capital School District will not be responsible for, and cannot control photographs, audio recordings, or video recordings captured by individuals who are not employed by, affiliated with, or under contract with Capital School District.

Please contact your local school administration if you have further questions regarding this topic.

CAPITAL SCHOOL DISTRICT
Accountability Policy: Assessment

Promotion Retention Guidelines – Capital School District

Purpose:

The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or nonattainment of approved standards in core academic content areas as well as the policies set forth by the Capital School District.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified as early in the school year as possible and that appropriate intervention strategies and/or support systems are used to assist students in performing on grade level. Schools and teachers are also responsible for informing parents/guardians in a timely manner of a student's academic progress and seeking active support from parents/guardians when the student's academic performance is not at a proficient level.

Parent Concern Procedures

Openness on the part of Capital School District personnel to the legitimate needs of children and the rights of parents creates a solid foundation of the resolution of problems. Usually, the most effective solution to a school problem is found at, or close to, the point of origin. The vast majority of problems that arise between parents and the schools are quickly resolved to the satisfaction of the parent and the benefit of the child.

Occasionally, a persistent concern may arise, which is not or cannot be, quickly resolved at the point of origin. Under these circumstances, the District wishes to make certain that adequate avenues are open for the parent to pursue the concern. The following procedure is established to provide direction for parents attempting to resolve such concerns.

INFORMAL PROCEDURE

1. The parent shall first try to settle the concern on an informal basis with the employee involved or responsible.

2. If, however, the complaint is filed with the employee's immediate supervisor, instead of the employee, the employee will be notified immediately. Within five (5) school days, the employee shall confer informally with the parent alone or at the request of the employee, or the parent, with the parent and immediate supervisor or his/her designee.

3.A parent may request a restorative conference to address how the relationships with their child and the school has changed. This will require an impartial facilitator in line with our values.

FORMAL PROCEDURE

If the matter is not resolved at the informal level by the end of the fifth school day and the parent desires to file a formal concern, the parent must file the concern in writing on the form provided by the district. The forms are available in the District Office. Parents may pick up the form or the form will be mailed upon request.

1. The written concern must be filed with the employee's immediate supervisor within ten (10) school days.

2. The employee shall be notified immediately and within (5) school days of the receipt of a written complaint. The supervisor shall arrange a meeting with the individual parent and the employee. The employee may, however, authorize the supervisor to solve the complaint within the five (5) school day period.

3. Both parent and employee shall be entitled to have a representative present.

4. The supervisor shall attend and act as recorder and fact finder and shall render a written decision not later than five (5) school days after the meeting. The supervisor shall send a copy of the written decision to the parties making the complaint.

5. If the matter is not settled to the satisfaction of either party, an appeal may be made in writing to the Superintendent of Schools within five (5) school days. The Superintendent shall schedule a meeting with the parties involved within five (5) days and shall send a copy of the decision rendered to all of the parties involved.
6. If the matter is not settled at the Superintendent's level, either party may appeal to the Board of Education within five (5) school days. Within twenty (20) calendar days, the Board shall, in a closed session, review the appeal and render a final decision at that time. A copy of the decision shall be sent to all parties involved.

Parent Notification of Rights

Parent Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- *Consent* before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education.
    1. Political affiliations or beliefs of the student or student's parent;
    2. Mental or psychological problems of the student or student's family;
    3. Sex behavior or attitudes;
    4. Illegal, anti-social, self-incriminating, or demeaning behavior;
    5. Critical appraisals of others with whom respondents have close family relationships;
    6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
    7. Religious practices, affiliations, or beliefs of the student or parents; or
    8. Income, other than as required by law to determine program eligibility.

- *Receive notice and an opportunity to opt a student out of-*
    1. Any other protected information survey, regardless of funding;
    2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
    3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information others.

- *Inspect*, upon request and before administration or use-
    1. Protected information surveys of students;
    2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distributing purposes; and
    3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Capital School District will develop and adopt policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Capital School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The Capital School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. Capital School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such

activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution
- Administration of any protected information survey not funded in whole or in part by ED.
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D. C. 20202-5901

The Family Education Rights and Privacy Act (FERPA)

The Family Education Rights and Privacy Act (FERPA) affords parents/guardians, and students over 18 years of age, the following rights:

Inspection and Review
Parents /guardians may submit to the school principal a written request identifying records they wish to inspect. The principal will notify them of the time and place at which records may be inspected. Access shall be provided within 45 days of the receipt of the request.

Amendment of Records
Parents/guardians may ask the District to amend a record they believe is inaccurate by submitting to the principal as written request identifying the part of the record they want changed and specifying why it is inaccurate. If the District denies the request, the District will notify them of the decision, advise of the right to a hearing, and provide the hearing procedures.

Disclosure without Consent
Disclosure of personally identifiable issues contained in students' education records requires parent/guardian consent. Some exceptions apply including the following:
1. Such records may be disclosed to school officials with legitimate education interests. School officials include District employees; the District Board members; a person or company retained by the District to perform a special task (for example, an attorney, auditor, medical consultant, or therapist); or a parent/guardian or student serving on a committee or assisting another school official. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill a professional responsibility.

2. The District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll upon request from the receiving district.

Complaint
Parents/guardians may file a complaint with the U.S. Department of Education concerning alleged failures by the district to comply with the requirements of FERPA by submitting a complaint to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Children's Online Privacy Protection Act (COPPA)

In order to provide access to students to a variety of instructional resources, such as Google Apps for Education and Schoology, we must provide those platforms with each student's name, a unique student identifier, and a unique account name. These details are identified as "personal identifying information" (PII), and are governed under the Federal Law entitled the Children's Online Privacy Protection Act (COPPA) for anyone under the age of 13. This requires that parents are provided notice about the use of PII and that parents provide consent prior to any PII being collected from anyone under the age of 13. The law permits school districts to consent to the collection of personal information on behalf of all of its students, thereby eliminating the need for individual parental consent to be given directly to those resources. Should you have any questions regarding CSD's use of these systems, please contact the building administrator of the school that your child attends. If at any time you do not want your child to have access to a specific system, please request and complete the COPPA Opt Out Form available from your school building. Additional details regarding COPPA can be found on the following website: http://www.ftc.gov/privacy/coppafaqs.shtm.

APPENDIX

Grading and Reporting of Student Progress

	**Capital School District** **Board of Education Policy**	Section: Instruction Title: Grading and Reporting o Student Progress Policy #: 600-10

Grading and Reporting of Student Progress

Purpose:

The purpose of the Capital School District Grading Policy is to articulate a framework that promotes consistency in grading and the reporting of student progress. This policy facilitates the implementation of a grading philosophy that is aligned with research-based practices and standards-based instruction. It shall be consistently applied and clearly communicated to all students, teachers, parents/guardians, and administrators.

Definitions

Grading is an integral part of the teaching and learning process. It includes establishing clear learning goals, setting standards and evaluative criteria, constructing formative and summative measures that assess learning, implementing changes in instruction that are based on assessment data, and providing meaningful feedback to students. Grades are the number and/or letter given as a summary statement of student performance.

Reporting is the process by which the teacher communicates information to parents/guardians about student progress (what they have learned and are able to do). The reporting process may include a combination of report cards, progress reports, e-mails, telephone conversations, Parent Portal (secondary schools) and conferences. Reporting will be done in a clear and timely manner so that parents/guardians may support their child's learning.

Goals

Grading will help the teacher to:

- Communicate learning progress to the student and parent.
- Appraise the effectiveness of teaching strategies and modes of instruction.
- Evaluate the strengths and needs of each student.

Grading will help the parents/guardians to:

- Understand their child as a learner
- Be knowledgeable about the student's learning
- Guide the student in making academic progress
- Encourage the student to give maximum performance in academic areas.

Grading will help the student to:

- Evaluate and see personal progress in their learning.
- Recognize how work may be improved.

Grading Guidelines

1. Teachers will record all grades in the electronic grading program Infinite Campus.

2. The 0 - 100 scale will be used for grading student work.

A	90 - 100	Well Above Standard
B	80 - 89	Above the Standard
C	70 - 79	Meets the Standard
D	60 - 69	Below the Standard
F	0 - 59	Well Below the Standard (Parent Notification Required)

3. At the end of a year-long course, cumulative averages below 50% will be converted to a 50% for marking periods 1 and 2. At the end of a semester course, cumulative averages below 50% will be converted to a 50% for marking period 1. This adjustment reflects that a student has failed and is Well Below the Standard. However, with hard work, the student still has the opportunity to recover by earning a passing grade. At Dover High School, mid-terms/finals will not be adjusted.

4. Teachers will enter grades into the electronic grading programs as formative or summative measures. Weighting will be as follows:

	Formative	Summative
Grades 2 - 4	60%	40%
Grades 5 - 12	40%	60%

5. Formative assessments should be frequent and ongoing, completed in route to mastery. They are “checkpoints” on students’ progress and the foundation for feedback given. The purpose of formative assessments is not to judge a student’s final achievement of a topic, but to evaluate where he or she is in the learning process, diagnose any problems, and aid in getting the help needed to learn the material. Examples of formative assessments may include quizzes, drafts of writing, homework grades (6-12), quick writes or anything in the early stages of learning content or concepts.

6. Summative assessments are completed after the learning experiences, usually requiring students to demonstrate mastery of essential understandings after sufficient instruction and practice has been given. Examples of summative assessments may include tests/exams (performance, oral or written), final writing pieces (research papers, essays, stories, poems), projects, and quarterly assessments.

7. Department Chairs/Grade Level Teams/Administrators will assist teachers in determining whether student assignments are summative or formative measures.

8. Grades should be sufficient in number and category (quizzes, tests, projects, etc.) to reflect an accurate measure of a student’s progress. As no single grade shall count more than 20% of the nine weeks or semester grade, there must be a minimum of three summative assessments for grades 6-12, and a minimum of two summative assessments for grades 2-5. There is a minimum of three formative assessments per summative assessment for grades 2-12.

9. Behavior, participation, effort, and attitude will not be factored into grades. Grades will be based on what a student knows and understands based on the identified learning objective.

10. Teachers must adhere to Capital School District’s Student Attendance Regulations Policy #700-02 which dictates that students who are absent, whether excused or unexcused, will be given the opportunity to make up work or tests missed within a reasonable amount of time. A reasonable amount of time is defined for each class session missed, and the student will have two class sessions to make up the missing assignments. A teacher may extend this time if the student is making progress towards completing assignments.

While students are making up work due to an absence or absences, teachers may use the following codes in Infinite Campus:

a. M – Missing – will result in a zero until turned in.

b. X – Exempt – it excludes the assignment from being included in the student’s average if the teacher determines an exemption is needed.

11. Extra credit opportunities are limited to additional student work that provides extended learning that directly matches the content standards or grade level expectations and should be offered to all students. Activities such as bringing school supplies, attending an event, or completing a task not directly related to achievement does not meet the guidelines.

12. Teachers must adhere to the guidelines for homework established in the Capital School District Homework Policy #600-03. The guidelines outline factors in making assignments, principal, teacher, student & parent responsibilities, frequency and quality of assignments, and procedures for handling homework not completed or turned in late (a maximum of one letter grade below what a student would have received had the assignment been completed on time or in a reasonable amount of time as determined in #10 above).

13. Teachers will inform students and parents of how grades will be determined in a particular class. This will include the weight that each component or the academic work carries, grading criteria, procedures for redoing work for credit, and rubrics used for major assignments. This communication will take place in class, during open house events, and conferences. Grading practices may also be shared via teacher websites.

14. Teachers are encouraged to grade work promptly (within a week of submission is a good rule of thumb), enter it into Infinite Campus, and return it to students for review.

15. Teachers will retain evidence upon which the reporting (grade) is based in a portfolio or other folder until at least two weeks following the end of the reporting period. Evidence may include rubrics, copies of tests, etc.

16. In Grades 9-12, full year course grades are calculated by each quarter being 20% and the mid-term and final each counting 10%. For semester classes, each quarter will count as 40%, and the final will count as 20%.

Section:	Instruction
Date Approved:	12/10/2025
Date Revised:	12/03/2025

Promotion/Retention Policy

	Capital School District **Board of Education Policy**	Section: Instruction Title: Promotion/Retention Policy Policy #: 600-12 Date Approved: 7/19/16 Date: June 8, 2016

Purpose:
The needs of the students must be the central concern in all decisions made regarding promotion and retention. Promotion and retention of students shall be based on attainment or non-attainment of approved standards in core academic content areas as well as the laws, rules, regulations or policies set forth by the Department of Education and the Capital School District. Due consideration should be made when student retention is being discussed. If through retention a student is likely to, through an extra year at the grade level, obtain the necessary skills and knowledge to be successful and maintain pace with his/her new cohort in future years, retention may be considered an option.

Students are expected to progress annually from grade to grade. Schools and teachers are responsible for ensuring that students experiencing academic difficulties are identified early and that appropriate intervention strategies and/or support systems are used to assist students in performing to grade level. Schools and teachers are responsible for informing parents/guardians of a student's academic progress and to seek active partnership with parents/guardians when academic performance is not at a proficient level.

General Requirements for Promotion
In order for a student to be promoted from one grade to the next, the student must:

1. Receive a passing grade in 50% of their instructional program. One of the subject areas that must be passed is Reading/English Language Arts or its equivalent.
2. Successfully complete local requirements as determined by teacher assessment of student performance on instructional outcomes and on the judgment of the teacher(s) in consultation with the principal.

Note exception for students receiving special education under Title 14 of the Delaware Code, Chapter 31, and the individuals with Disabilities Education Improvement Act (the "IDEA"), the principal will make the decision to retain or promote the student based upon the requirements set forth above. For students receiving special education under Chapter 31 and the IDEA, promotion and retention decisions shall be made by an IEP team.

Specific Requirements for Promotion
Student promotion in grades kindergarten through grade three is based on a team decision reflecting students meeting the benchmark criteria outlined in the K-3 Report Card Rubrics and ongoing assessment data. All students in grades 1-3 are required to pass Reading in order to be promoted as noted:

Grade 1: A student must receive a "2" or better overall in Reading on the report card for two or more of the last three marking periods.
Grades 2-3: A student must receive a passing grade in Reading for two or more of the last three marking periods.

Students in grades 4-8 must pass at least three core courses including:

Grade 4-6: Reading & Math – A student must receive a passing grade for two or more of the last three marking periods.
Grades 7-8: English/Language Arts & Math

Core courses are defined as follows:

Grade 4 – Reading, Writing, Math, Science and Social Studies
Grades 5-6 – Reading, ELA, Math, Science, and Social Studies
Grades 7-8 - English/Language Arts, Math, Science, and Social Studies

Requirements for Grades 9-12 can be found in Policy #700-29.

Other Factors
To the maximum extent appropriate, students with disabilities shall be governed by their Individualized Educational Plan (IEP). Students with disabilities may be exempt from promotion/retention standards if an IEP Team determines that the student does not have the ability to successfully complete general curricular standards in the time allotted for completion.

To the maximum extent appropriate, students identified as English Language Learners (ELL) shall be governed by their Educational Plan. Students identified as ELL may be exempt from promotion/retention standards if the retention is determined not to be an appropriate action at the time.

Students must be in attendance to receive instruction for at least 90% of the time established by the district-wide calendar in a given school year. For any student who is not in attendance to receive instruction for 90% of the time established by the district-wide calendar in any given school year, the principal must review indicators of academic success to determine whether the student should be retained or assigned the following school year.

Promotion decisions shall be based upon performance recorded on the report card, standardized testing and input from the teacher(s) and parent(s) in consultation with the building principal. When there is a disagreement between parties, the principal will make the determination of promotion, assignment or retention.

Failure to Meet Promotion Requirements
If a student fails to meet promotion requirements at any grade level, administrative assignments may be made, as determined by state or federal law or regulations, for:

1. ELL students whose progress is impeded by a language barrier
2. Students receiving special education services under Chapter 31 of the Delaware Code
3. Students who have already been retained for 2 years for academic reasons

Promotion or Retention Procedures
The Superintendent, or his/her Designee, shall establish procedures consistent with this policy and state law and regulations to process promotion and/or retention decisions. The Superintendent will develop guidelines to notify parents in a timely fashion when students are not meeting standards and provide parents with ways in which they can help their children or get additional assistance from the schools or in the community.

English Language Learners are faced with the dual challenge of learning a new language and trying to meet academic requirements. Their ability to demonstrate English proficiency in the areas of reading, writing, listening, and speaking may take up to 7 years, depending on many variables such as the English proficiency level, age and time of arrival at school, level of academic proficiency in their native language, and the degree of support in achieving academic proficiency. Therefore, ELL students MAY NOT be retained based on their English proficiency level. It is expected that they will receive ELL support and accommodations as needed and be promoted along with their peers. The grading of ELL's should be guided by Capital's Grading of ELL Student Guidelines.

To reduce the potential of a student having a negative experience due to a placement or retention decision, the final decision to promote, place or retain a student shall be made by the principal of the school in consultation with grade level teachers. Students who are more than two years chronologically above the age level of other students in the grade where they are placed may be considered for administrative assignment into the next grade level based on a review of the needs of the student.

Appeals
Parents have the right to appeal a principal's decision on the assignment, retention or promotion of their children. Appeals should be made in writing to the Superintendent or Designee, with a copy of the appeal made to the principal of the student's assigned school.

Summer School Attendance, Procedures, etc.
A student whose performance is not meeting grade level expectations may be recommended to go to summer school if offered at that grade level.

School Choice Policy

	Capital School District **Board of Education Policy**	Section: Home, School and Community Title: School Choice Policy Policy #: 400-02 Date Approved: 02/17/16 Date Revised: 01/08/16

I. ESTABLISHMENT AND STATEMENT OF PURPOSE

The Capital School District supports the concept of choice and welcomes parents, guardians, or relative caregivers to apply to any of the schools in the District. This policy was revised in accordance with DE Code, Title 14, Chapter 4 (§401-414), School District Enrollment Choice Program. The General Assembly of the State of Delaware enacted the enrollment choice program effective July 1, 2013 to increase access to educational opportunity for all children throughout the State regardless of where they may live and maximize parental choice in obtaining access to educational opportunities for their children.

II. APPLICATION PROCEDURE FOR CHOICE WITHIN THE DISTRICT

A. Any parent of a school age child may apply to enroll in a school or program in the District by submitting a Delaware Standard Application for Educational Options. Applications may be obtained from the District Office, District website, District Choice Office, or the main office of any school in the District.

B. School Choice Applications must be submitted to the receiving district and to the district of residence after the first Monday in November and on or before the 2nd Wednesday in January for enrollment during the following school year for grades 1-12 or on or before the first day of the school year for enrollment in a kindergarten program during that school year.

C. If a parent of a school age child fails to file an application by the established deadlines and Good Cause exists for the failure to meet the deadline, the receiving district and the district of residence shall accept and consider the application in the same manner as if the deadline had been met.

D. A separate application must be submitted for each student; one application for each student and for each district.

E. Only one application may be submitted for each student, and must be limited to three (3) choice schools or programs.

F. An application must be submitted for the sibling of a student already enrolled in a District school. A sibling is not granted automatic approval to attend a choice school.

G. Non-resident students currently attending Capital School District schools by special permission must also submit an application.

H. Parent, guardian or Relative Caregiver acceptance of an invitation to enroll in a school of your choice commits the student to remain in that school for two years or until the program or grade level configuration is completed, unless released by the district, or earlier terminated pursuant to the provisions of Title 14, §407.

I. A new Choice Application must be submitted prior to the completion of grades 4, 6, and 8 for Out of District students wishing to continue his/her education in the Capital School District.

III. WITHDRAWAL OF APPLICATION

The parent of a school age child may withdraw their choice application at any time prior to action on the application by the Board of Education, by giving written notice to the Board of Education and the Board of Education of the

District of Residence.

IV. PROCEDURES FOR PROCESSING AN APPLICATION

A. Within 10 working days of an application deadline, the receiving district shall transmit a notice to the district of residence that it has received the application.

B. Grade 1-12 Applications:

1. The Capital Board of Education will consider applications before the end of February of the school year preceding enrollment. Applicants will be notified about the school board's action within five working days of the board meeting. The response will include one of three answers: (1) invited to enroll, (2) placed on a waiting list, or (3) not accepted.
2. **All** applicants **are required to submit a completed Capital School District Registration Form and provide all supporting registration documents with the Choice Application.** It is the responsibility of the applicant to get cop**ies** from the present school and attach it to the application. The application will not be considered without this information.
3. Initial invitations must be accepted or rejected by the applicant in writing. Responses must be received by the District Choice Office on or before the third Friday in March. If no response is received from the applicant, the invitation will be considered to be rejected.
4. As openings in a school and grade become available, applicants who are on the waiting list may be invited.
5. Invitations to waiting list applicants who live in another school district will be accepted by written confirmation and received by the District Choice Office no later than April 15.
6. Invitations for specific schools and specific grades – if a student is not promoted he/she may not be eligible to enroll in the choice school because of space limitations. If this happens, immediately contact the District Choice Office.

C. Kindergarten Applications:

The Capital Board of Education will consider applications before June 15, or within 45 days of receipt. Applicants will be notified about the school district's action within five (5) days of the board meeting. The response will include one of three answers: (1) invited to enroll, (2) placed on the waiting list, (3) not accepted. The student must have had his/her fifth (5^{th}) birthday on or before August 31.

V. CRITERIA FOR CONSIDERATION AND APPROVAL OF APPLICATIONS,

A. When space is available in a school, applications will be considered according to the following criteria in the order listed:

1. Returning students who continue to meet the requirements for the school and/or program, including students graduating from one school to another within a single program.
2. Students who meet the requirements for the program or school and who seek to attend based upon the residence of their parent within the designated feeder pattern, if any, for the school.
3. Siblings of students already enrolled in the school who will be returning to the school for the following academic year, provided that any sibling seeking priority meets the requirements for the program or school. Priority may be given to the siblings of students who live in the District over siblings who do not live in the District.
4. Students who reside within Capital School District as long as they meet the criteria of the program or school.
5. Children of Capital School District employees as long as they meet the criteria of the program or school.
6. Students whose daycare providers are located in the Capital School District.

After the District has admitted all qualifying students, a lottery process will be used to admit additional students and generate a ranked waiting list, which may be verified by the Department of Education for randomness.

VI. CRITERIA FOR DISAPPROVAL OF APPLICATION

A. Disapproval of applications may be on the basis of any of the following:

1. Capacity of the affected school building, class size, program requirements and the projected enrollment for the next school year as determined by the district. Students who meet the acceptance criteria within this policy but who are not selected due to lack of capacity in the school or program will be placed on a ranked waiting list until June 30.

2. If the student who has made application has been suspended or has been absent from school without a valid excuse for more than 15 school days during a school year, in the district of residence, the Capital School District Board of Education may in its sole discretion, refuse to consider the application, refuse to approve the application, or refuse to enroll the student until reinstated by the district of residence, provided, however that nothing is construed to enlarge upon the authority of any district to accept for re-enrollment any student who has been expelled from a school district in this state, as such authority is limited by the provision of §4130 of Title 14. "Valid Excuse" shall have the same meaning as in §2721 of Title 14.

3. If a student is not promoted, he/she may not be eligible to enroll in the previously accepted Choice school the following year.

VII. CAPACITY AND DISTRICT CHOICE OPPORTUNITIES

A. No later than November 30 of each year, the Capital Board of Education shall transmit to the Department of Education notice of the capacity of each school in the district for the following academic year and the projected enrollment for the following academic year. The capacity and projected enrollment figures may be revised until January 30.

B. No later than October 31 of each year, Capital School District shall hold a public information session about choice opportunities available in schools and programs within the district for the coming academic year.

VIII. DURATION OF ENROLLMENT IN THE CAPITAL SCHOOL DISTRICT

A. A pupil accepted for enrollment in a school or program pursuant shall be entitled to remain enrolled therein until graduation from the school or completion of the program provided that the pupil continues to meet the requirements for such school or program, provided however, that upon the concurrence of the boards of both the district of residence and the receiving district, a pupil's right to remain enrolled may be terminated prior to graduation from or completion of the program where such termination is based upon the pupil's:

1. Failure to continue to comply with the receiving district's requirements for attending school or class, or

2. Multiple violations of, or one or more serious violations of, the receiving district's student success guide.

B. A student accepted for enrollment in a District school or program may remain enrolled for a minimum of two (2) years unless, during the two-year period, the student graduates from the school or completes the program, the student's parent(s) cease to be residents of the student's original District of Residence, at the conclusion of any academic year during the two-year period, the student ceases to meet the academic requirements of the school or program, daycare was indicated on the relevant choice application as a reason for seeking enrollment, daycare was a reason for granting priority to consideration of or granting of the relevant choice application, the provider of daycare services to the pupil ceases doing business or relocates to a location so distant from the original location as to render the original combination of daycare and choice enrollment no longer reasonably practicable for the pupil or the parent or parents of such pupil, or the board of the district of residence, the board of the receiving district, and the parent or parents of the pupil agree for any reason to terminate such enrollment. Parents/Guardians of students who are being considered for dismissal from a choice

school will be informed of the issues that exist and when feasible, given an opportunity to correct the problem(s). Choice may also be terminated if the pupil's parents or guardians wish to terminate the agreement due to a reported and recorded instance of "bullying" against their child as defined in Title 14, § 4112D.

C. Students who engage in conduct which results in recommendation for expulsion will not be permitted to return to the Choice school for the following school year unless the Board orders otherwise or unless the Board waives the penalty of expulsion (according to statute).

D. Resident students wishing to return to the Capital School District from an out of district Choice placement for any reason other than successful completion of the two (2) year commitment or reaching the highest grade in the Choice school may return after one year. It is strongly recommended that students return to the District before September 30 so necessary resources are available.

IX. TERMINATION OF ENROLLMENT

A. A parent may apply to terminate enrollment in the Capital School District at the end of a school year by providing a Department of Education School Choice Termination Form to the Superintendent.

X. TRANSPORTATION

A. The parent of a student from another school district enrolled in a Capital School District school is responsible for transporting the student to their choice school without reimbursement or the parent can deliver the student to the nearest regular bus route that serves the choice school. Parents are responsible for picking up their children at the bus stop when school is dismissed early or if the opening of school is delayed.

1. Parents are responsible for having the student in school and on time each day.

2. Parents are responsible for picking the student up promptly at dismissal time each day unless other arrangements are made with the school.

XI. INTERSCHOLASTIC SPORTS

A. Students shall be governed by the Rules of the Delaware Interscholastic Athletic Association (DIAA) with regard to eligibility of transferring students.

B. A student enrolled in grades ten (10) through twelve (12), inclusive, shall not be eligible to participate in interscholastic athletic contests or competition during the first year of enrollment in the choice school if the student was enrolled in a different receiving district during the preceding school year unless the interscholastic sport was not offered at the previous receiving district.

XII. CREDITS/GRADUATION

A. A student who has enrolled in the District and who has met the district's graduation requirements shall be granted a diploma by the district. The District shall accept credits towards graduation requirements awarded by another school district.

XIII. ELIGIBILITY OF NON-RESIDENT STUDENTS

A. Non-resident students placed in the District

Any child who is a resident of an institution for the care or training of children located within this district is not a legal resident of the district by such placement, but shall be admitted to the schools of this district and a charge shall be made for tuition in accordance with statute.

B. Residents of Children's Homes

A child who is a resident of an institution for the care or training of children located within this district is not a legal resident of the district by such placement, but shall be admitted to the schools of this district and a charge shall be made for tuition in accordance with statute.

C. Other Non-Resident Students/Relative Caregiver

A non-resident student may be admitted to this district without payment of tuition when that student

lives with a relative caregiver who has completed the proper forms, documentation and certifications.

D. Student Foreign Exchange Programs
The Board endorses the foreign student exchange program sponsored by the American Field Service and faculty advisor thereof.

Other sponsoring organizations sanctioned under the U.S. State Department's Regulations governing Designated Exchange Visitor Programs, may petition the Superintendent for placement of foreign exchange students in the Dover High School with full knowledge that the American Field Service is the recognized sponsoring agency in the Capital School District.

The District students wishing to participate in foreign exchange programs must receive prior approval from the high school principal for the transfer of any credits resulting from an exchange program. The high school principal will consult with the Department of Education as needed.

XIV. DEFINITIONS

For the purpose of this policy, the following terms shall have the following meanings:

A. "District of Residence" shall mean any reorganized school district in which the Parent of a student resides.
B. "Parent" shall mean parent, legal guardian or relative caregiver of a child.
C. "Receiving District" shall mean any reorganized school district other than the district of residence in which a student seeks to enroll. Where the district if residence includes more than one school or more than one program within any school providing instruction at a given grade level, and a parent of a child entering such grade level applies to enroll that parent's child in a public school program within the district of residence other than the program in which the child would normally be enrolled based on a child's place of residence, the district of residence shall also be considered to be the receiving district for all purposes of this chapter, except for the purposes of §408 of this title.
D. "Good Cause" shall mean a change in a child's residence due to a change in family residence, a change in the state in which the family residence is located, a change in child's parent's marital status, a change caused by guardianship proceeding, placement of a child in foster care, adoption, participation by a child in a foreign exchange program, or participation by a child in substance abuse or mental health treatment program, or a set of circumstances consistent with this definition of "Good Cause".
E. "Working days" shall mean working days as determined by a school District's administrative calendar.
F. <u>"Enrolled students" unless the context indicates otherwise, means all students included in the Delaware Student Information System (DELSIS) report for the year of the data collection.</u>
G. "Fiscal year" means the period of July 1 through June 30.
H. "School" means any public school including charter schools.
I. "Receiving Local Education Agency" is defined in 14 Del. Code, §402(5) and includes all Delaware public school districts, charter schools, and career and technical education schools. All defined RLEA shall adhere to the requirements outlined in HB90 with HA1 (i.e. standard written application, deadlines, and notifications).
J. "Capacity" means the maximum number the students that a program or school can contain as determined solely by considerations of physical space, physical resources, and class size for each grade level.
K. "Lack of Capacity" means that the school or program calculates projected enrollment for the following academic year to be at least 85% of its capacity.
L. "Projected Enrollment" means the total number of returning students and new attendance zone (resident school) students the receiving district anticipates will enroll for the following academic year.

Report Card Rubrics

Kindergarten Report Card Rubrics

3= Meets or Exceeds the standard – Child can reliably demonstrate the expectation
2= Approaches the standard – Child demonstrates the expectation inconsistently
1= Needs Reinforcement – Child cannot demonstrate the expectation

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
		Speaking and Listening Skills		
Listens to and follows multi-step directions *CCSS.ELA-Literacy* SL.K.2, K.3	3= Follows 2 or more multi-step directions 2= Inconsistently follows 2 step directions 3= Unable to follow 2 or more multi-step directions	3= Follows 3 or more multi-step directions 2= Inconsistently follows 3 step directions 1= Unable to follow 3 step directions	3= Retells and follows 3 or more multi-step directions 2= Inconsistently gives and follows 3 step directions 1= Unable to give and follow 3 step directions	3= Retells and follows 3 or more multi-step directions and asks questions to clarify something that is not understood 2= Inconsistently gives and follows 3 step directions or seeks to clarify 1= Unable to follow 3 step directions or seeks to clarify
Expresses ideas clearly and effectively *CCSS.ELA-Literacy* SL.K.1, K.3, K.6	3= Routinely speaks in complete sentences while staying on topic 2= Inconsistently speaks in complete sentences while staying on topic 1= Unable to speak in complete sentences while staying on topic	3= Uses language to describe feelings, people, objects and/or events 2= Inconsistently uses language to describe feelings, people, objects and/or events 1= Unable to use language to describe feelings, people, objects and/or events	3= Listens and speaks in informal conversations with peers 2= Inconsistently listens and speaks in informal conversations with peers 1= Unable to listen and speak in informal conversations with peers	3= Listens and speaks attentively by making eye contact, facing the speaker, asking questions, and exchanging related ideas 2= Inconsistently listens and speaks attentively by making eye contact, facing the speaker, asking questions, and exchanging related ideas 1= Unable to listen and speak attentively by making eye contact, facing the speaker, asking questions and exchanging related ideas

Foundational Skills				
Sound Blending and Segmentation *CCSS.ELA-Literacy* RF.K.2a, RF.K2b, K.2c, K.2d, K2.d	3= Consistently counts, blends and segments syllables together in spoken words (foot-ball) (pen-cil) 2= Inconsistently counts, blends and segments syllables together in spoken words 1= Unable to count, blend and segment syllables together in spoken words	3= Consistently blends, segments, and isolates onset-rime in one syllable spoken words (m-an, c-at) 2= Inconsistently blends, segments, and isolates onset-rime in one syllable words 1= Unable to blend, segment, and isolate onset-rime in one syllable words	3= Consistently isolates, blends, and segments the beginning, middle, and ending sounds in consonant-vowel-consonant (CVC) words (c-a-t, m-a-n) 2= Inconsistently isolates, blends, and segments the beginning, middle, and ending sounds in consonant-vowel-consonant (CVC) words (c-a-t, m-a-n) 1= Unable to isolate, blend, and segment the beginning, middle, and ending sounds in consonant-vowel-consonant (CVC) words (c-a-t, m-a-n)	3= Consistently adds, deletes, and substitutes individual sounds in simple one-syllable words to make new words 2= Inconsistently adds, deletes, and substitutes individual sounds in simple one-syllable words to make new words 1= Unable to add, delete, and substitute individual sounds in simple one-syllable words to make new words
Shows understanding of concepts of print *CCSS.ELA-Literacy* RF.K.1a, K.1b, K.1c	3= Follows words from left to right, top to bottom and page by page progression in reading 2= Inconsistently follows words from left to right, top to bottom and page by page progression in reading 1= Unable to follow left to right, top to bottom and page by page progression in reading	3= Understands the concept of spoken word: the ability to distinguish spoken words in a sentence. *I like apples. (3 words)* 2= Inconsistently understands the concept of spoken word 1= Unable to understand the concept of spoken word	3= Understands the differences between letters, words, and sentences *(written)* 2= Inconsistently understands the differences between letters, words, and sentences 1= Unable to understand the differences between letters, words, and sentences	3= Locates known words in print 2= Inconsistently locates known words in print 1= Unable to locate known words in print
Identifies letters *CCSS.ELA-Literacy* RF.K.1d	3= Identifies 10 or more uppercase letters and 5 or more lowercase letters fluently 2= Identifies 5-9 uppercase letters and 2-4 lowercase letters fluently 1= Identifies 0-4 uppercase letters and 0-1 lowercase letters fluently	3= Identifies 15 or more uppercase and 10 or more lowercase letters fluently 2= Identifies 10-14 uppercase letters and 5-9 lowercase letters fluently 1= Identifies 0-9 uppercase letters and 0-4 lowercase letters fluently	3= Identifies all 20 uppercase letters and 15 or more lowercase letters fluently 2= Identifies 15-19 uppercase letters and 10-14 lowercase letters fluently 1= Identifies 0-14 uppercase letters and 0-9 lowercase letters fluently	3= Identifies all 26 upper and lowercase letters fluently 2= Identifies 20-25 upper and lowercase letters fluently 1= Identifies 0-19 upper and lowercase letters fluently

Foundational Skills cont'd				
Demonstrates understanding of letter-sound associations *CCSS.ELA-Literacy* RF.K.3a, K.3c	3= Identifies 10 or more letter sounds fluently 2= Identifies 5-9 letter sounds fluently 1= Identifies 0-4 letter sounds fluently and	3= Identifies 15 or more letter sounds fluently 2= Identifies 10-14 letter sounds fluently 1= Identifies 0-9 letter sounds fluently	3= Identifies 20 or more letter sounds fluently 2= Identifies 15-19 letter sounds fluently 1= Identifies 0-14 letter sounds fluently	3= Identifies 26 letter sounds fluently 2= Identifies 20-25 letter sounds fluently 1= Identifies 0-19 letter sounds fluently
Word Recognition and Fluency *CCSS.ELA-Literacy* RF.K.3c	Not Assessed	3= Consistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 2= Inconsistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 1= Unable to apply letter-sound correspondences to read regular and irregular words in simple decodable text.	3= Consistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 2= Inconsistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 1= Unable to apply letter-sound correspondences to read regular and irregular words in simple decodable text.	3= Consistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 2= Inconsistently applies letter-sound correspondences to read regular and irregular words in simple decodable text 1= Unable to apply letter-sound correspondences to read regular and irregular words in simple decodable text.

Reading Literature/Informational Text				
Comprehension: Questioning CCSS.ELA-Reading Literature/Informational RL.K.1, RI.K.1	3= Consistently answers questions about key details in a story/text 2= Inconsistently asks and answers questions about the key details in a story/text 1= Unable to ask and answer questions about the key details in a story/text	3= Consistently answers questions about key details in a story/text 2= Inconsistently asks and answers questions about the key details in a story/text 1= Unable to ask and answer questions about the key details in a story/text	3= Consistently asks and answers questions about key details in a story/text 2= Inconsistently asks and answers questions about the key details in a story/text 1= Unable to ask and answer questions about key details in a story/text	3= Consistently asks and answers questions about key details in a story/text 2= Inconsistently asks and answers questions about the key details in a story/text 1= Unable to ask and answer questions about the key details in a story/text
Comprehension: Retelling CCSS.ELA-Reading Literature/Informational RL.K.2, K.3, RI.K.2	3= Retells parts of a story/text including some key ideas 2= Inconsistently retells parts of a story/text including some key ideas 1= Unable to retells parts of a story/text including some key ideas	3= Retells most of a story/text including many key details 2= Inconsistently retells most of a story/text including some key details 1= Unable to retell most of a story/text including some key details	3= Retells a story/text including main idea/topic and key details (i.e. setting, characters/people, and events) in a logical order 2= Inconsistently retells a story/text including main idea/topic and some key details in a logical order 1= Unable to retell a story/text including main idea/topic and some key details in a logical order	3= Retells a story/text including main idea/topic and key details (i.e. setting, characters/people, and events) in a logical order 2= Inconsistently retells a story/text including main idea/topic and key details in a logical order 1= Unable to retell a story/text including main idea/topic and key details in a logical order
Comprehension: Compare/Contrast CCSS.ELA-Reading Literature/Informational RL.K.9, RI.K.3, RI.K.9	3= Tells how two stories/texts are alike by making connections between characters/people, events, ideas, illustrations or pieces of information 2= Inconsistently tells how two stories/texts are alike by making a few connections between characters/people, events, ideas, illustrations or pieces of information 1= Unable to tell how two stories/texts are alike by making a few connections between characters/people, events, ideas, illustrations or pieces of information	3= Tells how two stories/texts are different by making connections between characters/people, events, ideas, illustrations or pieces of information 2= Inconsistently tells how two stories/texts are different by making a few connections between characters/people, events, ideas, illustrations or pieces of information 1= Unable to tell how two stories/texts are different by making a few connections between characters/people, events, ideas, illustrations or pieces of information	3= Compares two stories/texts by making some basic connections between characters/people, events, ideas, illustrations or pieces of information 2= Inconsistently compares two stories/texts by making a few basic connections between characters/people, events, ideas, illustrations or pieces of information 1= Unable to compare two stories/texts by making a few basic connections between characters/people, events, ideas, illustrations or pieces of information	3= Compares two stories/texts by making strong connections between characters/people, events, ideas, illustrations or pieces of information 2= Inconsistently compares two stories/texts by making a few strong connections between characters/people, events, ideas, illustrations or pieces of information 1= Unable to compare two stories/texts by making a few strong connections between characters/people, events, ideas, illustrations or pieces of information

Reading Literature/Informational Text (cont'd)				
Comprehension: Key Details CCSS.ELA-Reading Literature/Informational RL.K.3, RL.K.7, RI.K.2, RI.K.7	3= Identifies some key details in a story/text including characters/individuals, setting, and a few events 2= Inconsistently identifies some key details in a story/text including characters/individuals, setting, and a few events 1= Unable to identify some key details in a story/text including characters/individuals, setting, and a few events	3= Identifies several key details in a story/text including characters/individuals, setting and major events/ideas in order 2= Inconsistently identifies key details in a story/text including characters/individuals, setting, and major events/ideas 1= Unable to identify key details in a story/text including characters/individuals, setting, and major events/ideas	3= Identifies most of the key details in a story/text including characters/individuals, setting and major events/ideas including those found in illustrations 2= Inconsistently identifies key details in a story/text including characters, setting, individuals and major events/ideas including those found in illustrations 1= Unable to identify key details in a story/text including characters, setting, individuals and major events/ideas including those found in illustrations	3= Identifies in order the key details in a story/text including characters/individuals, setting, and major events/ideas including those found in illustrations 2= Inconsistently identifies in order key details in a story/text including characters/individuals, setting, and major events/ideas including those in illustrations 1= Unable to identify in order key details in a story/text including characters/individuals, setting, and major events/ideas including those in illustrations

Writing				
Letter Writing *CCSS.ELA-Literacy* L.K.1a	3= Writes 10 uppercase and 5 lower case letters legibly and correctly 2= Writes 5-9 uppercase letters and 2-4 lowercase letters legibly and correctly 1= Writes 0-4 uppercase letters and 0-1 lowercase letters legibly and correctly	3= Writes 15 uppercase and 10 lowercase letters legibly and correctly 2= Writes 10-14 uppercase letters and 5-9 lowercase letters legibly and correctly 1= Writes 0-9 uppercase letters and 0-4 lowercase letters legibly and correctly	3= Writes 20 uppercase and 15 lowercase letters legibly and correctly 2= Writes 15-19 uppercase letters and 10-14 lowercase letters legibly and correctly 1= Writes 0-14 uppercase letters and 0-9 lowercase letters legibly and correctly	3= Writes all uppercase and lowercase letters legibly and correctly 2= Writes 20-25 uppercase and lowercase letters letters legibly and correctly 1= Writes 0-19 uppercase and lowercase letters letters legibly and correctly
Text Types and Purposes *CCSS.ELA-Literacy* W.K.1, W.K.2, W.K.3	3= Picture and writing are on the same topic 2= Inconsistently connects topic and pictures in writing 3= Unable to connect topic and pictures in writing	3= Writes the substance of one to two sentences (meaningful thoughts) to convey a message about a topic 2= Inconsistently writes the substance of at least one sentence to convey a message about a topic 1= Unable to write the substance of at least one sentence to convey a message about a topic	3= Writes the substance of two to four sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes at least one connected idea (i.e. events and reactions, topic and pieces of information, or opinion and reasons) with guidance and support 2= Inconsistently writes the substance of two sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes at least one connected idea 1= Unable to write the substance of two sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes at least one connected idea	3= Writes the substance of four to six sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes several connected ideas (i.e. events and reactions, topic and pieces of information, or opinion and reasons) with guidance and support 2= Inconsistently writes the substance of four sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes several connected ideas 1= Unable to write the substance of two sentences (meaningful thoughts) to narrate, inform/explain, or give an opinion that includes at least one connected idea

Writing (cont'd)				
Language and Conventions Sound-Spelling Relationships (Phonetic Spelling) CCSS.ELA-Literacy L.K.2c, L.K.2d	3= Writing imitates written expression, writes using letter-like forms, letters or random letter strings 2= Inconsistently imitates written expression, writes using letter-like forms, letters or random letter strings 1= Unable to imitate written expression, writes using letter-like forms, letters or random letter strings	3= Consistently uses letter-sound relationships to represent beginning sounds in words and correctly spells some high-frequency words. 2= Inconsistently uses letter-sound relationships to represent beginning sounds in words and is beginning to correctly spell some high-frequency words. 1= Unable to use letter-sound relationships to represent beginning sounds in words and is unable to correctly spell some high-frequency words.	3= Consistently connects letters and sounds to spell words, representing most beginning and ending consonant sounds correctly, and correctly spells some high-frequency words. 2= Inconsistently connects letters and sounds to spell words, representing many beginning and ending consonant sounds correctly, and is beginning to correctly spell some high-frequency words. 1= Unable to connect letters and sounds to spell words, representing the beginning and ending consonant sound correctly and is unable to correctly spell some high-frequency words.	3= Consistently spells words using letter-sound relationships for most consonant and short vowel sounds and spells some high-frequency words correctly. 2= Inconsistently spells words using letter-sound relationships for most consonants and short vowel sounds and spells some high-frequency words correctly 1= Unable to spell words using letter-sound relationships for most consonants and short vowel sounds and is unable to spell some high frequency words correctly.
Language and Conventions Writing Convention (Sentence Structure) CCSS.ELA-Literacy L.K.2a, L.K.2b	3= Independently writes from left to right. 2= Writes from left to right with occasional prompting or support 1= Requires consistent prompting and support to write from left to right.	3= Independently uses spaces between words 2= Use spaces between some words with occasional reminders 1= Needs frequent prompting and support to use spaces between words.	3= Consistently and independently uses beginning capitalization, appropriate spaces between words, and end punctuation 2= Uses beginning capitalization, appropriate spaces between most words, and end punctuation with occasional reminders 1= Inconsistently uses beginning capitalization, spaces between words, and end punctuation and needs frequent prompting and support.	3= Consistently and independently uses appropriate capitalization, spacing between words, and end punctuation throughout writing. 2= Uses appropriate capitalization, spacing between words, and end punctuation in most writing with minimal reminders 1= Inconsistently uses capitalization, spacing between words, and end punctuation and continues to need prompting and support.

CAPITAL SCHOOL DISTRICT

Kindergarten MP 1 Report Card	
Understand Counting **K.CC.A.1** (Counting)	3 = Counts numbers from 0 - 10 or above. 2 = Counts numbers from 0 - 10 with support. 1 =Unable to count sequentially from 0 -10 with support.
Writing Numbers **K.CC.A.3** (Number Identification)	3 = Writes and identifies numbers from 0 - 5 or above. 2 = Writes and identifies numbers from 0 - 5 with support. 1 = Unable to write and identify numbers 0 - 5 with support.
Comparing within 5 **K.CC.C.6** (Comparing Numbers)	3 = Compares objects within groups of 5, and identifies which is greater than, less than or equal to. 2 =Compares objects within groups of 5 and identifies which is greater than, less than or equal to with support. 1= Unable to compare objects within groups of 5 or less and identify which is greater than, less than or equal to with support.
Numbers to 5 **K.CC.B.5** (1:1 Correspondence)	3 = Identifies one-to-one correspondence to 5. 2 =Identifies one-to-one correspondence to 5 with support. 1 =Unable to identify one to one correspondence to 5 with support..
Fluency **K.CC.B.4** (Fluency)	3 = Subitizes all sets of numbers to 5 independently 2 = Subitizes sets of 5 with assistance 1 = Unable to subitize number sets to 5
Understanding 1 More **K.CC.B.4c, K.CC.C.7** (Problem Solving/Communication)	3 = Understands the relationship of "one more" in a group of up to 10 objects. 2 =Understands the relationship of "one more" in a group of up to 5 objects. 1 = Does not understand the relationship of "one more" in a group of up to 5 objects.
Describes Shapes **K.G.A.1** (Problem solving & Communication)	3 = Describes shapes with up to 6 relative positions, (above, below, beside, in front of, behind, next to) 2 = Describes shapes with 4 relative positions, (above, below, beside, in front of, behind, next to) 1 = Describe shapes with less than 4 relative positions, (above, below, beside, in front of, behind, next to)
Describes Shapes **K.G.A.2** (Describes Shapes)	3 = Names 8 or more shapes in any position or size. 2 = Names 5-7 shapes in any position or size. 1 = Names less than 5 shapes in any position or size.
Classify Objects **K.MD.B.3,** (Sorts and Classifies)	3 = Classifies, sorts and counts up to 10 objects. 2 =Classifies, sorts and counts up to 5 objects. 1 = Unable to classify, sort or count up to 5 objects.
Describes Shapes **K.G.A.3** (Classifies Objects)	3= Identifies 8 or more shapes as 2-dimensional (flat) or 3 - dimensional (solid.) 2= Identifies 5-7 shapes as 2-dimensional (flat) or 3 - dimensional (solid.) 1 =Identifies less than 5 shapes as 2-dimensional (flat) or 3 - dimensional (solid.)
Compare Shapes **K.G.B.4, K.G.B.5, K.G.B.6,** (Compare & Describe objects)	3= Compares, creates, and composes 2-dimensional and 3-dimensional shapes 2= Compares, creates and composes 2-dimensional and 3-dimensional shapes with support. 1 = Unable to compare, create or compose 2-dimensional and 3-dimensional shapes with support.
MD.A.1	3= Describes measurable attributes of an object with terms longer, shorter, and taller. 2= Inconsistently describes measurable attributes of an object with terms longer, shorter and taller. 1= Is unable to describe measurable attributes of objects with any of these terms.
Describes & Compares Objects **MD.A.2**	3= Compares two objects with measurable attributes in common, more of, less of, differences between. 2= Inconsistently compares two objects with measurable attributes in common, more of, less of, differences between. 1= Is unable to compare two objects using these terms.
MD.B.3	3= Classifies and describes objects into categories based on common attributes 2= Classifies or describes objects in categories based on common attributes 1= Is unable to classify or describe objects in categories based on common attributes
Compose/Decompose Numbers **K.OA.A** (Identifies Quantities)	**These concepts are not measured during this marking period**

CAPITAL SCHOOL DISTRICT

Kindergarten: Marking Period 1		
Competencies	**Standard**	**Lesson**
Counting	Understand Counting **K.CC.A.1**	Lesson 1
Number Identification	Numbers to 5 **K.CC.A.3**	Lesson 4
Comparing Numbers	Comparing within 5 **K.CC.C.6**	Lesson 5
1:1 Correspondence	Numbers to 5 **K.CC.B.5**	Lesson 3 Lesson 4
Fluency	Fluency **K.CC.B.4**	Lesson 3 Lesson 4
Problem Solving/ Communication	Understanding 1 More, 1 Less **K.CC.B.4c, K.CC.C.7**	Lesson 5
Describes Shapes	Name Shapes & Describe Position **K.G.A.1, K.G.A.2, K.B.B.4**	Lesson 1 Lesson 6
Sorts & Classifies	Sort & Count **K.MD.B.3**	Lesson 2 Lesson 3
Describes & Compares Objects	Describe & Compare Length & Height **K.MD.A.1, K.MD.A.2**	Lesson 2 Lesson 3 Lesson 6

CAPITAL SCHOOL DISTRICT

Kindergarten MP 2 Report Card	
Understand Counting **K.CC.A.1** (Counting)	3 = Counts numbers from 0-20 or above. 2 = Counts numbers 0-20 with support. 1 = Unable to count sequentially from 0-20 with support.
Writing Numbers **K.CC.A.3** (Number Identification)	3 = Writes and identifies numbers from 0 -10 or above. 2 = Writes and identifies numbers from 0-10 with support. 1 = Unable to write and identify numbers from 0-10.
Comparing Objects within 10 **K.CC.C.6** (Comparing Numbers)	3 = Compares objects within groups up to 10, and identifies which is greater than, less than or equal to. 2 =Compares objects within groups up to 5 and identifies which is greater than, less than or equal to. 1= Unable to compare objects within groups up to 5 or less and identify which is greater than, less than or equal to.
Comparing within 10 **K.CC.C.7** (1:1 Correspondence)	3 = Compares any two written numbers between 1 and 10. 2 = Compares some written numbers between 1 and 10. 1 = Unable to compare two written numbers between 1 and 10.
Compose/Decompose Numbers **K.OA.A.3, K.OA.A.4** (Identities Quantities)	3 = Composes and decomposes groups of objects up to 10. 2 = Composes and decomposes groups of objects up to 5. 1 = Unable to compose or decompose groups of objects up to 5.
Fluency **K.CC.B.4** (Fluency)	3 = Subitizes all sets of numbers to 10 independently 2 = Subitizes sets of 10 with assistance 1 = Unable to subitize number sets to 10
Describes Shapes **K.G.A.1** (Problem solving & Communication)	3 = Describes shapes with up to 6 relative positions, (above, below, beside, in front of, behind, next to) 2 = Describes shapes with 4 relative positions, (above, below, beside, in front of, behind, next to) 1 = Describe shapes with less than 4 relative positions, (above, below, beside, in front of, behind, next to)
Describes Shapes **K.G.A.2** (Describes Shapes)	3 = Names 8 or more shapes in any position or size. 2 = Names 5-7 shapes in any position or size. 1 =Names less than 5 shapes in any position or size.
Classify Objects **K.MD.B.3** (Sorts and Classifies)	3 = Classifies, sorts and counts up to 10 objects. 2 =Classifies, sorts and counts up to 5 objects. 1 = Unable to classify, sort or count up to 5 objects.
Describes Shapes **K.G.A.3** (Classifies Objects)	3= Identifies 8 or more shapes as 2-dimensional (flat) or 3 - dimensional (solid.) 2= Identifies 5-7 shapes as 2-dimensional (flat) or 3 - dimensional (solid.) 1 =Identifies less than 5 shapes as 2-dimensional (flat) or 3 - dimensional (solid.)
Compare Shapes **K.G.B.4, K.G.B.5, K.G.B.6** (Compare & Describe objects)	3= Compares, creates, and composes 2-dimensional and 3-dimensional shapes 2= Compares, creates and composes 2-dimensional and 3-dimensional shapes with support. 1 = Unable to compare, create or compose 2-dimensional and 3-dimensional shapes with support.

CAPITAL SCHOOL DISTRICT

Kindergarten: Marking Period 2		
Competencies	**Standard**	**Lesson**
Counting	Understand Counting **K.CC.A.1**	Daily Counting Practice
Number Identification	Writing Numbers **K.CC.A.3**	Lesson 7 Lesson 9 Lesson 10 Lesson 11
Comparing Numbers	Count, Show & Write Numbers to 10 **K.CC.B.5**	Lesson 7 Lesson 8 Lesson 9 Lesson 10 Lesson 11
1:1 Correspondence	Comparing within 10 **K.CC.C.6, K.CC.C.7**	Lesson 12
Identifies Quantities	Compose/Decompose Numbers **K.OA.A.1, K.OA.A.2, K.OA.A.3**	Lesson 7 Lesson 8 Lesson 9 Lesson 10
Fluency	Fluency **K.CC.B.4**	Lesson 11 Lesson 12
Problem Solving/ Communication	Problems within 5 **K.OA.A.5**	Lesson 7 Lesson 9 Lesson 10
Describes Shapes	Describes Shapes **K.G.A.1, K.G.A.2**	Lesson 8
Sorts & Classifies	Classify Objects **K.MD.B.3**	Lesson 8
Classifies Objects	Describes Shapes **K.G.B.6**	Lesson 13
Describes & Compares Objects	Compare Shapes **K.G.B.4**	Lesson 8

CAPITAL SCHOOL DISTRICT

Kindergarten MP 3 Report Card	
Understand Counting **K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4a** (Counting)	3 = Counts numbers from 0-20 or above. 2 = Counts numbers 0-20 with support. 1 = Unable to count sequentially from 0-20 with support.
Compose Numbers 6-9 **K.OA.A.3** (Number Identification)	3 = Represents addition with objects, drawings and symbols. 2 = Represents addition with objects, drawings and symbols with support. 1 = Unable to represent addition with objects, drawings and symbols with support.
Decompose Numbers 6-9 **K.OA.A.3** (Comparing Numbers)	3 = Represents subtraction with objects, drawings and symbols. 2 = Represents subtraction with objects, drawings and symbols with support. 1 = Unable to represent subtraction with objects, drawings or symbols.
Counting, Read, and Write Numbers **K.CC.4b, K.CC.B.5** (1:1 Correspondence)	3 = Counts, reads and writes numbers 11 to 20. 2 = Counts, read and writes numbers 11 to 20 with support. 1 = Unable to count, read and write numbers 11 to 20.
Composing and Decomposing 10 **K.OA.A.3** (Identifies Quantities)	3 = Solves subtraction word problems within 10 using objects or drawings. 2 = Solves subtraction word problems within 5 using objects or drawings. 1 =Unable to solve subtraction word problems within 5 using objects or drawings.
Add Within 10 **K.OA.A.4** (Fluency)	3 = Fluently adds numbers to 10 with or without manipulatives . 2 = Fluently adds to 5 with or without manipulatives. 1 =Unable to add to 5 with or without manipulatives.
Subtract within 10 **K.OA.A.3** (Fluency)	3 = Fluently subtracts to 10 with or without manipulatives. 2 = Fluently subtracts to 5 with or without manipulatives. 1 = Unable to subtract to 5 with or without manipulatives.
Making 10 **K.OA.A.4** (Problem Solving/ Communication)	3 = Shows, names and writes number pairs up to 10 with or without manipulatives. 2 = Shows, names and writes number pairs up to 5 with or without manipulatives. 1 = Unable to show, name or write number pairs up to 5 with or without manipulatives.
Describe Shapes Sorts & Classifies Classifies Objects Compare & Describe Objects	**These concepts are not measured this marking period (N/A).**

CAPITAL SCHOOL DISTRICT

Kindergarten: Marking Period 3		
Competencies	**Standard**	**Lesson**
Counting	Understand Counting **K.CC.A.1, K.CC.A.2, K.CC.A.3, K.CC.B.4a**	Daily Counting Practice Lesson 16 Lesson 17
Number Identification	Compose Numbers 6-9 **K.OA.A.3**	Lesson 18 Lesson 19
Comparing Numbers	Decompose Numbers 6-9 **K.OA.A.3**	Lesson 18 Lesson 19
1:1 Correspondence	Counting, Read, and Write Numbers **K.CC.4b, K.CC.B.5**	Lesson 16
Identifies Quantities	Decompose Numbers 6-9 **K.OA.A.3** Decompose Numbers 6-9 **K.OA.A.3**	Lesson 18 Lesson 19
Fluency	Decompose Numbers Less than or Equal To 10 **K.OA.A.3**	Lesson 14
Problem Solving/ Communication	Making 10 **K.OA.A.4**	Lesson 15
Describes Shapes Sorts & Classifies Classifies Objects Describes & Compares Objects	These concepts are not measured this marking period (N/A).	

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Kindergarten MP 4 Report Card	
Counting Numbers **K.CC.A.1** (Counting)	3 = Count to 100 or above by ones and tens. 2 =Counts to 100 by ones and tens with support. 1 =Unable to count to 100 by ones and tens.
Teen Numbers **K.NBT.A.1** (Number Identification)	3 = Composes and decomposes numbers from 11-19 into tens and ones using objects/drawing, and record with a drawing. 2 = Composes and decomposes numbers from 11-19 into tens and ones using objects/drawing, and record with a drawing with support. 1 = Unable to compose and decompose numbers from 11-19 into tens and ones using objects/drawing, and record with a drawing with support.
Counting Numbers **K.CC.A.2** (Comparing Numbers)	3 = Counts forward from a given number within the known sequence. 2 = Counts forward from a given number within the known sequence with support. 1 = Unable to count forward from a given number within the known sequence with support.
Teen Numbers **K.NBT.A.1** (1:1 Correspondence)	3 = Makes connections between the concrete, representational, and abstract representations of teen numbers. 2 = Makes connections between the concrete, representational, and abstract representations of teen numbers with support. 1 = Unable to make connections between the concrete, representational, and abstract representations of teen numbers.
Represents Addition **K.OA.A.1** (Identifies Quantities)	3 = Represents addition within 10 in a variety of ways, i.e. tools, manipulatives and number patterns. 2 = Represents addition within 10 in a variety of ways, i.e. tools, manipulatives and number patterns, with support. 1 =Unable to represent addition within 10 in a variety of ways, i.e. tools, manipulatives and number patterns, with support.
Quantities within 5 **K.OA.A.5** (Fluency)	3 = Compose and decompose numbers within 5. 2 = Composes and decomposes numbers within 5 with manipulatives, drawings and equations with support. 1 = Unable to compose or decompose numbers to 5 with manipulatives, drawings or equations with support.
Addition & Subtract Within 10 **K.OA.A.1, K.OA.A.2** (Problem Solving/ Communication)	3 = Uses tools and manipulatives to solve addition/subtraction word problems within 10, in and out of context. 2 = Uses tools and manipulatives to solve addition/subtraction problems within 10, in and out of context, with support. 1 =Unable to use tools and manipulatives to solve addition/subtraction problems within 10, in and out of context.
Build with Shapes **K.G.A.3, K.G.B.5** (Describes Shapes)	3 = Identifies and draws shapes that are flat or solid. 2 = Identifies and draws shapes that are flat or solid with support. 1 = Is unable to identify and draw shapes that are flat or solid.
Sorts & Classifies Classifies Objects Compare & Describe Objects	**These concepts are not measured this marking period (N/A).**

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Kindergarten: Marking Period 4		
Competencies	**Standard**	**Lesson**
Counting	Counting Numbers **K.CC.A.1**	Daily Counting Practice
Number Identification	Teen Numbers **K.NBT.A.1**	Lesson 23
Comparing Numbers	Counting Numbers **K.CC.A.2**	Daily Counting Practice
1:1 Correspondence	Teen Numbers **K.NBT.A.1**	Lesson 25
Identifies Quantities	Represents Addition & Subtraction **K.OA.A.1**	Lesson 20 Lesson 21
Fluency	Quantities Within 5 **K.OA.A.5**	Lesson 20 Lesson 21
Problem Solving/ Communication	Addition & Subtract Within 10 **K.OA.A.1, K.OA.A.2**	Lesson 22
Describes Shapes	Build with Shapes **K.G.A.3**	Lesson 24
Sorts & Classifies Classifies Objects Describes & Compares Objects	**These concepts are not measured this marking period (N/A).**	

First Grade Report Card Rubrics

3= Meets or Exceeds the standard – Child can reliably demonstrate the expectation
2= Approaches the standard – Child demonstrates the expectation inconsistently
1= Needs Reinforcement – Child cannot demonstrate the expectation

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
Speaking and Listening Skills				
Listening and Responding CCSS.ELA-Literacy SL.1.2, 1.3	3= Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Asks and answers questions about key details in a text read aloud or information presented orally 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations directions	3= Asks and answers questions about key details in a text read aloud or information presented orally 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Asks and answers questions about key details in a text read aloud or information presented orally or through other media 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Participates in Collaborative Discussions CCSS.ELA-Literacy SL.1.1a, 1.1b, 1.1c	3= Follow agreed-upon rules for discussion by listening and speaking one at a time about atopic or text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Follow agreed-upon rules for discussion by listening and speaking one at a time about a topic or text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Follow agreed-upon rules for discussion by listening and speaking one at a time about a topic or text. Builds upon others' talk and responds to comments during conversations 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Follow agreed-upon rules for discussion by listening and speaking one at a time about a topic or text. Builds upon others' talk and responds to comments during conversations. Asks questions to clear up any confusion about topics or texts 2= Inconsistently demonstrates the listed expectation 1= Unable to demonstrate the listed expectations
Expresses ideas clearly and effectively CCSS.ELA-Literacy SL.1.4, 1.5, 1.6	3= Describes people, places, things,and events with relevant details 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Describes people, places, things,and events with relevant details using complete sentences 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Describes people, places, things and events with relevant details, expressing ideas and feelings clearly using complete sentences 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Describes people, places, things and events with relevant details, expressing ideas and feelings clearly using complete sentences 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations

Reading				
Phonics/Decoding **CCSS.ELA-Literacy** RF.1.2, 1.3	3= Uses sound-spelling correspondences to decode regular and irregular spelled one-syllable words • Initial/Medial/Final consonant sounds and substitution • Short Vowel word families • High Frequency Words 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Uses sound-spelling correspondences to decode regular and irregular words when reading • Short Vowels • Blends and Digraphs • High Frequency Words 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Uses sound-spelling correspondences to decode regular and irregular words when reading • Letter combinations • Predictable Vowel teams • Long Vowel Consonant e • High Frequency Words 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Uses sound-spelling correspondences to decode regular and irregular words when reading • Two-syllable words • Inflectional endings • High Frequency Words 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Reads Fluently and Accurately CCSS.ELA-Literacy RF 1.4	3= Reads regular and irregular one-syllable words accurately and fluently in connected text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Reads accurately and fluently 25 or more words per minute with 80% accuracy in connected text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Reads fluently and accurately 35 or more words per minute with 85% accuracy. Uses voice inflection and expression at a steady pace at an independent level in connected text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Reads fluently and accurately 47 or more words per minute with 90% accuracy. Uses voice inflection and expression at a steady pace at an independent level in connected text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Comprehension: **Reads to Understand** CCSS.ELA-Reading Literature/Fiction RL. 1.1, 1.2, 1.3, 1.5, 1.6	3= Retells stories, asks and answers questions about key details in a text, and describes characters and settings in a story 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Retells stories, asks and answers questions about key details in a text, and describes characters, settings, and major events in a story 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Retells stories, asks and answers questions about key details, describes characters, settings, and major events,and compares and contrasts the experiences of characters in the stories 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Retells stories, including key details, to demonstrate understanding of the central message or lesson and to identify who is telling the story at various points 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations

Reading (cont'd)				
Comprehension: Reads to Access Information *CCSS.ELA-Reading Informational/Non-Fiction RI. 1.1, 1.2, 1.3, 1.5, 1.8*	3= Asks and answers questions about key details in an informational text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Asks and answers questions about key details in an informational text. Identifies the main topic and retells key details of a text 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Describes the connection between two individuals, events, ideas, or pieces of information in a text knows and uses various text features to locate key facts or information 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Describes the connection between two individuals, events, ideas, or pieces of information in a text. Identifies the reasons an author gives to support points in a text knows and uses various text features to locate key facts or information 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations

Written Communication				
Communicates Ideas Effectively in Writing *CCSS.ELA-Literacy* *W 1.1, 1.2, 1.3*	3= Uses writing strategies to generate ideas for narrative, informative, and/or opinion pieces that name the topic and include relevant facts about the topic. Includes a relevant sequence with a sense of closure. 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Writes the substance of 6 or more sentences for narrative, informative, and/or opinion pieces that name the topic and include descriptive words, details, and/or information to develop the topic. Includes a relevant sequence with a sense of closure. May use some words that signal event order (first, next, last, etc.) 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Writes the substance of 6 or more sentences for narrative, informative, and opinion pieces that name the topic and include descriptive words, details, and/or information to develop the topic. Includes a clear beginning, middle, and ending using words that signal event order (first, next, last, etc.) 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Writes the substance of 8 or more sentences for narrative, informative, and opinion pieces that name the topic and include descriptive words, details, and/or information to develop the topic. Includes a clear beginning, middle, and ending using words that signal event order (first, next, last, etc.) 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Writing: Understands and Applies Concepts of __				
Capitalization *CCSS.ELA-Language* *L 1.2a*	3= Begins first and last name with upper-case letters and uses upper-case letters for the first word in a sentence 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Begins first and last name with upper-case letters, uses upper-case letters for the first word in a sentence, and capitalizes "I" in writing 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Capitalizes names of people, days of week /months / holidays. Uses upper-case letters for the first word in a sentence, and capitalizes "I" in writing 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Rereads writing and edits for Capitalization 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Punctuation *CCSS.ELA-Language* *L1.2b*	3= Uses a period at the end of sentences 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Uses a period and/or a question mark at the end of sentences 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Uses punctuation for a variety of purposes. (., ?, and !) 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Rereads writing and edits using punctuation 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations

Writing Cont'd: Understands and Applies Concepts of __				
Sound-Spelling Strategies *CCSS.ELA-Language* L1.2d, 1.2e	3= Applies knowledge of sound-spelling patterns to write words to include: initial/medial/final consonant sounds, short vowel, word families, one-syllable words, and high frequency words) 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Applies knowledge of sound-spelling patterns to write words to include: short vowels, blends and digraphs. 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Applies knowledge of sound-spelling patterns to write words to include: long vowel, silent-e, predictable vowel teams, unpredictable vowel teams 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations	3= Rereads writing and edits spelling of previously learned words by applying knowledge of sound-spelling patterns in writing to include: two syllable words and inflectional endings 2= Inconsistently demonstrates the listed expectations 1= Unable to demonstrate the listed expectations
Handwriting	3= Correctly and legibly forms letters in words, uses proper spacing in sentences, and writes letters correctly within the lines 2= Inconsistently demonstrates listed expectations 1= Unable to demonstrate the listed expectations	3= Correctly and legibly forms letters in words, uses proper spacing in sentences, and writes letters correctly within the lines 2 = Inconsistently demonstrates listed expectations 1= Unable to demonstrate the listed expectations	3 = Correctly and legibly forms letters in words, uses proper spacing in sentences, and writes letters correctly within the lines 2 = Inconsistently demonstrates listed expectations 1= Unable to demonstrate the listed expectations	3 = Correctly and legibly forms letters in words, uses proper spacing in sentences, and writes letters correctly within the lines 2 = Inconsistently demonstrates listed expectations 1= Unable to demonstrate the listed expectations

CAPITAL SCHOOL DISTRICT

First Grade

2024

Competencies Addressed Each Marking Period

The competencies listed below, are concepts/standards taught during the marking period. Use this tool to assist you with measuring student mastery toward the identified report card competencies. The standards aligned with each competency are listed for you to use as you enter assignments into the gradebook. Competencies not checked will be marked **N/A** as they are not taught during that marking period.

Competencies	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
• Concept of Number	✔	✔	✔	**N/A**
• Place Value	**N/A**	✔	✔	✔
• Addition	✔	✔	✔	✔
• Subtraction	✔	✔	✔	✔
• Number Relationships	✔	✔	✔	✔
• Measurement/ Data	**N/A**	✔	**N/A**	✔
• Time	**N/A**	**N/A**	**N/A**	✔
• Geometry	**N/A**	**N/A**	**N/A**	✔
• Problem Solving/ Communication	✔	✔	✔	✔

CAPITAL SCHOOL DISTRICT

First Grade Report Card - First Marking Period Rubric

First Grade MP 1 Report Card	
Strategies to Add **1.OA.A.1** (Addition, Concept of Number)	3 = Determines the unknown number in an addition equation relating three whole numbers 2 = Determines the unknown number in an addition equation relating three whole numbers with support 1 = Is unable to determine the unknown number in an addition equation relating three whole numbers with or without support
Strategies to Add & Subtract **1.OA.C.6, 1.OA.A.1** (Concept of Number, Addition, Subtraction)	3 = Uses strategies to fluently add and subtract within 10 2 = Inconsistently uses strategies to fluently add and subtract within 10 1 = Is unable to use strategies to fluently add and subtract within 10
Composing Numbers **1.OA.B.3** (Addition)	3 = Applies properties of operations to add within 10 2 = Inconsistently applies properties of operations to add within 10 1 = Is unable to apply properties of operations to add within 10
Decomposing Numbers **1.OA.B.3** (Subtraction)	3 = Applies properties of operations to subtract within 10 2 = Applies properties of operations to subtract within 10 with support 1 = Is unable to apply properties of operations to subtract within 10
Missing Addends **1.OA.B.4** (Number Relationships)	3 = Uses models to show understanding of subtraction as an unknown-addend problem 2 = Inconsistently uses models to show understanding of subtraction as an unknown-addend problem 1 = Is unable to use models to show understanding of subtraction as an unknown-addend problem
Count on to Add **1.OA.C.5** (Number Relationships)	3 = Applies strategies to find unknown sums and relate addition and subtraction within 10 2 = Inconsistently applies strategies to find unknown sums and relate addition and subtraction within 10 1 = Is unable to apply strategies to find unknown sums and relate addition and subtraction within 10
Add & Subtract Word Problems **1.OA.A.1** (Problem Solving, Addition, Subtraction)	3 = Uses concrete and visual models and strategies to solve addition and subtraction word problems 2 = Inconsistently uses concrete and visual models and strategies to solve addition and subtraction word problems 1 = Is unable to use models to solve addition and subtraction word problems
Place Value Measurement Time Geometry	These areas are not taught this marking period (N/A)

CAPITAL SCHOOL DISTRICT

First Grade: Marking Period 1		
Competencies	**Standard**	**Lesson**
Concept of Number	Strategies to Add **1.OA.A.1** Strategies to Add & Subtract **1.OA.C.6**	Lesson 1 Lesson 3 Lesson 5
Place Value	**Not Measured this MP (N/A)**	
Addition	Strategies to Add & Subtract **1.OA.C.6** Composing Numbers **1.OA.B.3** Add & Subtract Word Problems **1.OA.A.1**	Lesson 1 Lesson 2 Lesson 3 Lesson 4
Subtraction	Strategies to Add & Subtract **1.OA.C.6** Decomposing Numbers **1.OA.B.3** Add & Subtract Word Problems **1.OA.A.1**	Lesson 1 Lesson 2 Lesson 3 Lesson 4
Number Relationships	Missing Addends **1.OA.B.4** Count on to Add **1.OA.C.5**	Lesson 3 Lesson 4
Problem Solving/Communication	Solve Word Problems to 10 **1.OA.A.1**	Lesson 2 Lesson 5
Measurement/Data Time Geometry	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

First Grade Report Card - Second Marking Period Rubric

First Grade MP 2 Report Card	
Addition Word Problems **1.OA.B.3** (Addition, Concept of Number)	3 = Applies properties of addition to solve word problems involving three addends 2 = Inconsistently applies properties of addition to solve word problems involving three addends 1= Is unable to apply properties of addition to solve word problems involving three addends
Teen Numbers **1.NBT.B.2.a** (Place Value)	3 = Constructs a set of ten ones as "ten" 2 = Constructs a set of ten ones as "ten" with support 1= Is unable to construct a set of ten ones as "ten"
Teen Numbers **1.NBT.B.2.b** (Place Value)	3 = Composes numbers 11 to 19 as ten and a set of ones, i.e. "One ten and six ones" 2 = Inconsistently composes numbers 11 to 19 as ten and a set of ones, i.e. "One ten and six ones" 1= Is unable to compose numbers 11 to 19 as ten and a set of ones, i.e. "One ten and six ones"
Strategies to Add & Subtract **1.OA.C.6** (Addition, Subtraction, Number Relationships)	3 = Adds within 10 fluently and uses strategies to fluently add and subtract within 20 2 = Inconsistently adds within 10 fluently and uses strategies to fluently add and subtract within 20 1= Is unable to add within 10 fluently and does not use strategies to fluently add and subtract within 20
Addition Word Problems **1.OA.A.2** Addition, Problem Solving)	3 = Solves word problems with three addends with sums less than 20 using objects, drawings or equations 2 = Inconsistently solves word problems with three addends with sums less than 20 using objects, drawings or equations 1= Is unable to solve word problems with three addends with sums less than 20 using objects, drawings, or equations
Subtraction to Compare **1.OA.A.1** (Subtraction, Problem Solving)	3 = Solves comparison word problems using subtraction to find the difference with models within 10 2 = Solves comparison word problems using subtraction to find the difference with models within 10 with support 1=Is unable to solve comparison word problems using subtraction to find the difference with models within 10
Data **1.MD.C.4** (Measurement/ Data)	3 = Sorts, organizes and represents objects in categories to answer questions involving addition, subtraction and comparison 2 = Inconsistently sorts, organizes and represents objects in categories to answer questions involving addition, subtraction and comparison 1= Is unable to sort, organize and represent objects in categories to answer questions involving addition, subtraction or comparison
Measurement Time Geometry	These areas are not taught this marking period (N/A)

CAPITAL SCHOOL DISTRICT

First Grade: Marking Period 2		
Competencies	**Standard**	**Lesson**
Concept of Number	Add Three Numbers **1.OA.B.3, 1.OA.B.4**	Lesson 7 Lesson 11
Place Value	Teen Numbers **1.NBT.B.2.a, 1.NBT.B.2b, 1.NBT.B.2c**	Lesson 6
Addition	Addition Word Problems **1.OA.A.1** Strategies to Add **1.OA.C.6** Addition Word Problems **1.OA.A.2**	Lesson 7 Lesson 8 Lesson 10 Lesson 11
Subtraction	Strategies to Subtract **1.OA.C.6** **Subtraction Word Problems** **1.OA.A.1**	Lesson 8 Lesson 9 Lesson 11
Number Relationships	Strategies to Add & Subtract **1.OA.C.6**	Lesson 9
Measurement/Data	Collect and Compare Data **1.MD.C.4**	Lesson 13
Problem Solving/Communication	Addition Word Problems **1.OA.A.2** Subtraction to Compare **1.OA.A.1**	Lesson 7 Lesson 11 Lesson 12
Time Geometry	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

First Grade MP 3 Report Card	
Count to 120 **1.NBT.A.1** (Concept of Number)	3 = Uses a 120 chart to count on, look for patterns and explain relationships between numbers 2 = Inconsistently uses a 120 chart to count on, look for patterns and explain relationships between numbers 1= Is unable to use a 120 chart to count on, look for patterns or explain relationships between numbers
Understanding Equations **1.OA.A.7** (Number Relationships)	3 = Uses concrete and visual models to show different ways to express equal quantities 2 = Inconsistently uses concrete and visual models to show different ways to express equal quantities 1= Is unable to use concrete and visual models to show different ways to express equal quantities
Understanding Place Value **1.NBT.B.2a,1.NBT.C.4, 1.NBT.C.6** (Place Value)	3 = Composes and decomposes numbers into sets of tens and ones 2 = Inconsistently composes and decomposes numbers into sets of tens and ones 1= Is unable to compose and decompose numbers into sets of tens and ones
Understanding Place Value **1.NBT.C.5** (Place Value)	3 = Uses mental strategies and patterns to understand 10 more and 10 less than a number results in change in the tens digit. 2 = Inconsistently use mental strategies and patterns to understand 10 more and 10 less than a number results in change in the tens digit. 1= Is unable to use mental strategies and patterns to understand 10 more and 10 less than a number results in change in the tens digit.
Place Value to Compare **1.NBT.B.3,** (Place Value)	3 = Uses models to compare numbers of tens and ones in 2 two-digit numbers and applies <, >, = to record comparisons 2 = Inconsistently uses models to compare numbers of tens and ones in 2 two-digit numbers and applies <, >, = to record comparisons 1= Is unable to use models to compare numbers of tens and ones in 2 two-digit numbers and applies <, >, = to record comparisons
Missing Addends **1.OA.D.8** (Addition, Subtraction, Number Relationships)	3 = Determines the unknown number in an addition or subtraction equation relating the three numbers, using objects, drawings or equations 2 = Inconsistently determines the unknown number in an addition or subtraction equation relating the three numbers, using objects, drawings or equations 1 = Is unable to determine the unknown number in an addition or subtraction equation relating the three numbers, using objects, drawings or equations
Data **1.MD.C.4** (Measurement/ Data)	3 = Sorts, organizes and represents objects in categories to answer questions involving addition, subtraction and comparison 2 = Inconsistently sorts, organizes and represents objects in categories to answer questions involving addition, subtraction and comparison 1= Is unable to sort, organize and represent objects in categories to answer questions involving addition, subtraction or comparison
Time **1.MD.B.3** (Time)	3 = Tells and writes time to the hour and half hour using analog and digital clocks 2 = Inconsistently tells and writes time to the hour and half hour using analog and digital clocks 1= Is unable to tell and write time to the hour and half hour using analog and digital clocks
Addition & Subtraction Word Problems **1.OA.A.1** (Addition, Subtraction, Number Relationships, Problem Solving)	3 = Uses addition and subtraction strategies, models and equations to solve word problems with quantities within 20 2 = Inconsistently uses addition and subtraction strategies, models and equations to solve word problems with quantities within 20 1 = Is unable to use addition and subtraction strategies, models or equations to solve word problems with quantities within 20
Geometry	**This area is not taught this marking period (N/A)**

CAPITAL
SCHOOL DISTRICT

First Grade: Marking Period 3		
Competencies	**Standard**	**Lesson**
Concept of Number	Count to 120 **1.NBT.A.1**	Lesson 16
Place Value	Understanding Place Value **1.NBT.B.2a, 1.NBT.C.5** Place Value to Compare **1.NBT.B.3**	Lesson 15 Lesson 16 Lesson 17
Addition	Missing Addends **1.OA.D.8** Add with Tens **1.NBT.C.4**	Lesson 14 Lesson 18 Lesson 19
Subtraction	Missing Addends **1.OA.D.8** Addition & Subtraction Word Problems **1.OA.A.1** Subtract with Tens **1.NBT.C.6**	Lesson 14 Lesson 18
Number Relationships	**Understanding Equations** **1.OA.A.7** Missing Addends **1.OA.D.8**	Lesson 14
Problem Solving/Communication	Addition & Subtraction Word Problems **1.OA.A.1**	Lesson 14 Lesson 17 Lesson 18
Measurement/Data Time Geometry	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

First Grade MP 4 Report Card	
Add & Subtract Tens **1.NBT.C.6** (Addition, Subtraction, Place Value)	3 = Subtracts multiples of ten within 10 - 90 using concrete models, drawing or strategies and explains reasoning 2 = Inconsistently subtracts multiples of ten within 10 - 90 using concrete models, drawing or strategies and explains reasoning 1= Is unable to subtract multiples of ten within 10 - 90 using concrete models, drawing or strategies and can not explain reasoning
Ten More, Ten Less **1.NBT.C.5** (Number Relationships)	3 = Mentally adds 10 more and subtracts 10 less from a given number 2 = Mentally adds 10 more and subtracts 10 less from a given number with prompting or support 1= Is unable to mentally add 10 more or subtract 10 less from a given number with prompting or support
Length **1.MD.A.1** (Measurement/Data)	3 = Orders and compares three objects by length and identifies shortest, tallest, and longest objects 2 = Inconsistently orders and compares three objects by length 1= Is unable to order and compare three objects by length
Length **1.MD.A.2** (Measurement/Data)	3 = Orders and compares the length of two objects indirectly by using a third object and expresses them as lengths of units by laying multiple copies end to end 2 = Inconsistently orders and compares the length of two objects indirectly by using a third object and expresses them as lengths of units by laying multiple copies end to end 1= Is unable to order and compare the length of two objects indirectly by using a third object and express them as lengths of units by laying multiple copies end to end
Tell Time **1.MD.B.3** **(Time)**	3= Identifies time on an analog and digital clock to the hour and half hour. 2= Inconsistently identifies time on an analog and digital clock to the hour and half hour. 1= Is unable to identify time on an analog and digital clock to the hour and half hour.
Shapes **1.G.A.1** (Geometry)	3 = Distinguishes between defining attributes (number of sides, closed) of shapes and non-defining (color, size) attributes and can build and draw them 2 = Inconsistently distinguishes between defining attributes (number of sides, closed) of shapes and non-defining (color, size) attributes and can build and draw them 1= Is unable to distinguish between defining attributes (number of sides, closed) of shapes and non-defining (color, size) attributes and can not build or draw them
Combining Shapes **1.G.A.2** (Geometry)	3 = Composes two-dimensional shapes to create a composite shape, and composes new shapes from the composite shape. (rectangle, square, trapezoid, triangle, half-circle, quarter circle; cube, right rectangular prism, right circular cone, right circular cylinder) 2 = With support, composes two-dimensional shapes to create a

	composite shape, and composes new shapes from the composite shape. (rectangle, square, trapezoid, triangle, half-circle, quarter circle; cube, right rectangular prism, right circular cone, right circular cylinder) 1= Unable to compose two-dimensional shapes to create a composite shape, or compose new shapes from the composite shape.
Decomposing Shapes **1.G.A.3** (Geometry, Number Relationships)	3 = Decomposes circles, squares and rectangles into equal shares of halves and fourths and describes the relationship between the shares 2 = Inconsistently decomposes circles, squares and rectangles into equal shares of halves and fourths and describes the relationship between the shares 1= Unable to decompose circles, squares and rectangles into equal shares of halves and fourths and describe the relationship between the shares
Add & Subtract Tens **1.NBT.C.4** (Addition, Subtraction, Problem Solving, Place Value)	3 = Applies place value strategies to add and subtract within 100, using models and drawings to solve problems involving multiples of ten 2 = Inconsistently applies place value strategies to add and subtract within 100, using models and drawings to solve problems involving multiples of ten 1= Is unable to apply place value strategies to add and subtract within 100, using models and drawings to solve problems involving multiples of ten

CAPITAL
SCHOOL DISTRICT

First Grade: Marking Period 4		
Competencies	**Standard**	**Lesson**
Concept of Number	**Not Measured this MP (N/A)**	
Place Value	Add & Subtract Tens **1.NBT.C.6** Add & Subtract Tens within 100 **1.NBT.C.4**	Lesson 20 Lesson 21
Addition	Add With Coins **1.NBT.A.1, 1.NBT.C.5** Add & Subtract Tens **1.NBT.C.4**	Lesson 20 Lesson 21 Lesson 27
Subtraction	Add & Subtract Tens **1.NBT.C.6** Add & Subtract Tens **1.NBT.C.4**	Lesson 20 Lesson 21
Number Relationships	Ten More, Ten Less **1.NBT.C.5** Decomposing Shapes **1.G.A.3**	Lesson 23
Measurement/Data	Length **1.MD.A.1** Length **1.MD.A.2**	Lesson 25 Lesson 26
Time	Tell Time **1.MD.B.3**	Lesson 24
Geometry	Shapes **1.G.A.1** (Geometry) Combining Shapes **1.G.A.2** (Geometry) Decomposing Shapes **1.G.A.3**	Lesson 22 Lesson 23
Problem Solving/Communication	Add & Subtract Tens **1.NBT.C.4**	Lesson 20 Lesson 21

Second Grade Report Card Rubrics
Capital School District

3= Meets or Exceeds the Standard-Child can reliably demonstrate the expectation
2= Approaches the Standard-Child demonstrates the expectation inconsistently
1= Needs Reinforcement-Child cannot demonstrate the expectation at this time

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
		Reading		
Phonics & Word Recognition CCSS.ELA-Literacy RF2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f	3= Know and apply letter/sound correspondences and spelling patterns to decode regular and irregular words when reading • short and long vowels • r-controlled vowels • blends and digraphs • vowel teams/silent e • high frequency words 2= Inconsistently demonstrates the listed expectations	3= Know and apply letter/sound correspondences and spelling patterns to decode regular and irregular words when reading • vowel teams • irregular vowel patterns • prefixes and suffixes • high frequency words 2= Inconsistently demonstrates the listed expectations	3= Know and apply letter/sound correspondences and spelling patterns to decode regular and irregular words when reading • vowel teams/r-controlled vowels • dipthongs • regular and irregular plurals • prefixes and suffixes • high frequency words 2= Inconsistently demonstrates the listed expectations	3= Know and apply letter/sound correspondences and spelling patterns to decode regular and irregular words when reading • prefixes and suffixes • dipthongs • irregular vowel patterns • multi-syllabic words • high frequency words 2= Inconsistently demonstrates the listed expectations
Reads with accuracy and fluency to support comprehension CCSS.ELA-Literacy RF2.4	3= Reads fluently 52 or more words per minute with 90% accuracy. 2= Inconsistently demonstrates the listed expectations	3= Reads fluently 62 or more words per minute with 95% accuracy. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads fluently 72 or more words per minute with 95% accuracy. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads fluently 87 or more words per minute with 97% accuracy. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations
Applies a variety of strategies to comprehend Informational Texts CCSS.ELA-Reading RI.2.5	3= Knows and uses various text features to locate key facts or information in a text efficiently. • table of contents • glossary • dictionary • title/chapter headings 2= Inconsistently demonstrates the listed expectations	3= Knows and uses various text features to locate key facts or information in a text efficiently. • table of contents • glossary • dictionary • title/chapter headings • pictures and captions 2= Inconsistently demonstrates the listed expectations	3= Knows and uses various text features to locate key facts or information in a text efficiently. • table of contents • glossary • dictionary • chapter headings • diagrams and captions • charts and graphs 2= Inconsistently demonstrates the listed expectations	3= Knows and uses various text features to locate key facts or information in a text efficiently. • table of contents • glossary • dictionary • chapter headings • diagrams and captions • charts and graphs • digital media 2= Inconsistently demonstrates the listed expectations
Reads with Understanding CCSS.ELA-Reading RL and RI	3=Reads independently and responds to questions orally and in writing. *(Who, what, when, where, how, and why?)*	3=. Reads independently and asks and answers questions orally and in writing. *(Who, what, when, where, how, and why?)*	3= Reads independently and responds to questions orally and in writing. *(Who, what, when, where, how, and why?)*	3= Reads independently and responds to questions orally and in writing.*(Who, what , when, where, how, and why?)*

.2.1, 2.2, 2.3, 2.6, 2.9	Locates information and key details in text to support responses. Compares information within and between texts. 2= Inconsistently demonstrates the listed expectations	Locates information and key details in text to support responses. Types of questions: • Right There • Think and Search Compares and contrasts information or point of view within and between texts. Explains key details that support similarities and differences. 2= Inconsistently demonstrates the listed expectations	Identifies explicit and inferred key details in text to support responses. Generates different types of relevant questions before, during and after reading to clarify understanding. Types of questions: • Right There • Think and Search • Author and You Compares and contrasts information or points of view within and between texts or two or more versions of the same text. Explains key details that support the similarities and differences. 2= Inconsistently demonstrates the listed expectations	Locates explicit and inferred key details in text to support responses. Generates different types of relevant questions before, during and after reading to clarify understanding. Types of questions: • Right There • Think and Search • Author and You Compares, contrasts, and draws conclusions about people, events, or information in texts. Interprets and evaluates texts to reflect and respond in a written summary. 2= Inconsistently demonstrates the listed expectations
Demonstrates Understanding of Word Meanings (Vocabulary) CCSS.ELA-Reading RL.2.4, RI.2.4 L2.4, L2.5	3=Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3=Uses context to determine meaning of new words. Recognizes multiple meaning words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and applies appropriate usage of antonyms and synonyms. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and applies appropriate usage of antonyms and synonyms. Expands use of descriptive vocabulary. 2= Inconsistently demonstrates the listed expectations
Written Communication				
Engages in Collaborative Conversations CCSS.ELA-Literacy SL.2.1, 2.3	3= Speaks so others can understand. Expresses ideas related to a discussion and takes turns in conversation. 2= Inconsistently demonstrates the listed expectations	3= Respectfully contributes ideas related to the discussion, confirms others' thinking, and asks clarifying questions. 2= Inconsistently demonstrates the listed expectations	3= Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2= Inconsistently demonstrates the listed expectations	3= Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflect on individual and group behaviors. 2= Inconsistently demonstrates the listed expectations
Text Types and Purposes CCSS.ELA-Literacy W2.1, 2.2, 2.3	3= Uses writing strategies to generate ideas and convey a message. Writes 5 or more related sentences that are informative or narrative and that focus on a story or topic. Understands the purposes for writing: • informative • narrative	3= Writes on topic and develops a main idea that includes supporting details. Writing is logically organized with a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Understands the purposes for writing: • informative • opinion	3= Writes on topic and develops a main idea that includes supporting details. Writing is logically organized with a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Understands the purposes for writing: • informative • opinion • narrative	3= Writes on topic and develops a main idea that includes supporting details. Writing is logically organized with a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Understands the purposes for writing: • informative • opinion • narrative

	Writes for a variety of purposes and audiences. Describes events, provides information, tells stories, and responds to literature. Effectively uses a learning log or writing journal. 2= Inconsistently demonstrates the listed expectations	• narrative Writes for a variety of purposes and audiences. Describes events, provides information, tells stories, and responds to literature. Effectively uses a learning log or writing journal. 2= Inconsistently demonstrates the listed expectations	Uses the writing process to write a draft, reviews, conferences, edits, and makes changes in writing. Effectively uses learning logs and journals across content areas. 2= Inconsistently demonstrates the listed expectations	Uses the writing process to write a draft, reviews, conferences, edits, and makes changes in writing. Uses varied and descriptive vocabulary related to the topic to create strong pictures in the reader's mind. Effectively uses learning logs and journals across content areas. 2= Inconsistently demonstrates the listed expectations
Writing Skills and Conventions CCSS.ELA-Language L2.2	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations
Spelling Strategies CCSS.ELA-Language L2.2	3= Spells correctly high frequency words that have been introduced (Word Wall) and applies spelling strategies for words that follow consistent spelling patterns on spelling tests and in writing. 2= Inconsistently demonstrates the listed expectations	3= Spells correctly introduced high frequency words (Word Wall) and applies spelling strategies for words that follow consistent spelling patterns on spelling tests and in writing. 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies on spelling tests and in writing. Uses resources from the classroom (chart, books, Word Wall) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies on spelling tests and in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Word Wall, chart, books, beginning dictionary) 2= Inconsistently demonstrates the listed expectations

August 2026

CAPITAL SCHOOL DISTRICT

Second Grade

2023

Competencies Addressed Each Marking Period

The competencies listed below, are concepts/standards taught during the marking period. Use this tool to assist you with measuring student mastery toward the identified report card competencies. The standards aligned with each competency are listed for you to use as you enter assignments into the gradebook. Competencies not checked will be marked **N/A** as they are not taught during that marking period.

Competencies	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
• Number Sense	✔	✔	✔	✔
• Place Value	✔	✔	✔	✔
• Addition	✔	✔	✔	✔
• Subtraction	✔	✔	✔	✔
• Problem Solving	✔	✔	✔	✔
• Mathematical Communication	✔	✔	✔	✔
• Measurement/ Data	✔	N/A	✔	✔
• Money & Time	N/A	✔	N/A	N/A
• Geometry	N/A	N/A	N/A	✔

CAPITAL
SCHOOL DISTRICT

Second Grade MP 1 Report Card	
Addition Strategies **2.OA.B.2** (Addition, Problem Solving)	3 = Fluently adds within 20 using strategies 2 = Inconsistently adds within 20 using strategies
Subtraction Strategies **2.OA.B.2** (Subtraction, Problem Solving)	3 = Fluently subtracts within 20 using strategies 2 = Inconsistently subtracts within 20 using strategies
One-Step Word Problems to 20 **2.OA.A.1** (Problem Solving, Addition, Subtraction)	3 = Consistently represents and solves a one-step problem using addition or subtraction within 20 by using drawings and equations 2 = Inconsistently represents and solves a one-step problem using addition or subtraction within 20 by using drawings and equations
Two-Step Word Problems to 20 **2.OA.A.1** (Problem Solving, Addition, Subtraction)	3 = Consistently represents and solves a two-step problem using addition or subtraction within 20 by using drawings and equations 2 = Inconsistently represents and solves a two-step problem using addition or subtraction within 20 by using drawings and equations
Two-Digit Addition **2.NBT.B.5, 2.NBT.B.9** (Place Value, Math Communication, Number Sense, Addition)	3 = Consistently uses place value to add using strategies and is able to explain 2 = Inconsistently uses place value to add using strategies and at times can explain
Two-Digit Subtraction **2.NBT.B.5, 2.NBT.B.9** (Place Value, Math Communication, Number Sense, Subtraction)	3 = Consistently uses place value to fluently subtract using strategies and is able to explain 2 = Inconsistently uses place value to subtract using strategies and at times can explain
Graphing **2.MD.D.10** (Measurement/Data)	3 = Consistently draws, represents, and interprets data for a picture graph and bar graph 2 = Inconsistently draws, represents, and interprets data for a picture graph and bar graph

** N/A will be used for Time & Money and Geometry on the MP1 Report Card

CAPITAL SCHOOL DISTRICT

Second Grade: Marking Period 1		
Competencies	**Standard**	**Lesson**
Number Sense	Two-Digit Addition **2.NBT.B.5, 2.NBT.B.9** Two-Digit Subtraction **2.NBT.B.5 2.NBT.B.9**	Lesson 6 Lesson 7
Place Value	Two-Digit Addition **2.NBT.B.5, 2.NBT.B.9** Two-Digit Subtraction **2.NBT.B.5 2.NBT.B.9**	Lesson 6 Lesson 7
Addition	Addition Strategies **2.OA.B.2** One-Step Word Problem **2.OA.A.1** Two-Step Word Problem **2.OA.A.1**	Lesson 1 Lesson 3 Lesson 5
Subtraction	Subtraction Strategies **2.OA.B.2** One-Step Word Problems **2.OA.A.1** Two-Step Word Problems **2.OA.A.1** Two-Digit Subtraction **2.NBT.B.5 2.NBT.B.9**	Lesson 2 Lesson 3 Lesson 5 Lesson 7
Problem Solving	Addition Strategies **2.OA.B2** Subtraction Strategies **2.OA.B.2** One-Step Word Problems **2.OA.A.1** Two-Step Word Problems **2.NBT.B.5, 2.NBT.B.9**	Lesson 1 Lesson 2 Lesson 3 Lesson 5
Mathematical Communication	Two-Digit Addition **2.NBT.B.5, 2.NBT.B.9** Two-Digit Subtraction **2.NBT.B.5, 2.NBT.B.9**	Lesson 6 Lesson 7
Measurement/Data	Graphing **2.MD.D.10**	Lesson 4
Money & Time	**Not Measured this MP (N/A)**	
Geometry	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

Second Grade MP 2 Report Card	
Two-Digit Addition and Subtraction **2.NBT.B.5, 2.NBT.B.9** (Number Sense, Place Value, Addition, Subtraction, Math Communication)	3 = Consistently uses place value to fluently add or subtract using strategies and is able to explain 2 = Inconsistently uses place value to add or subtract using strategies and at times can explain
One and Two Step Word Problems to 100 **2.OA.A.1** (Problem Solving, Addition, Subtraction)	3 = Consistently represents and solves a problem using addition or subtraction within 100 by using drawings and equations 2 = Inconsistently represents and solves a problem using addition or subtraction within 100 by using drawings and equations
Word Problems involving Money **2.OA.A.1, 2.MD.C.8** (Money & Time, Problem Solving)	3 = Consistently solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using appropriate symbols 2 = Inconsistently solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using appropriate symbols
Tell and Write Time **2.MD.C.7** (Money & Time)	3 = Can tell and write time using an analog and digital clock to the nearest five minutes using a.m. and p.m. 2 = At times, can tell and write time using an analog and digital clock to the nearest five minutes using a.m. and p.m.
Understand Place Value: Three Digit Numbers **2.NBT.A.1, 2.NBT.A.3 2.NBT.A.4** (Number Sense, Place Value)	3 = Can read, write, and compare three-digit numbers that represent hundreds, tens, and ones 2 = Inconsistently, can read, write, and compare three-digit number that represent hundreds, ten, and ones
Place Value: Add and Subtract **2.NBT.A.2, 2.NBT.B.8** (Number Sense, Place Value, Addition, Subtraction)	3 = Consistently skip counts by 5's, 10's, and 100's and is able to mentally add or subtract 10 or 100 to a given number 2 = Inconsistently skip counts by 5's, 10's, and 100's and is able to mentally add or subtract 10 or 100 to a given number

** N/A will be used for Measurement/Data and Geometry on the MP2 Report Card

CAPITAL SCHOOL DISTRICT

Second Grade: Marking Period 2		
Competencies	**Standard**	**Lesson**
Number Sense	Two-Digit Addition and Subtraction **2.NBT.B.5, 2.NBT.B.9** Understand Place Value: Three Digit Numbers **2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4** Place Value: Add and Subtract **2.NBT.A.2, 2.NBT.B.8**	Lesson 8 Lesson 12 Lesson 13 Lesson 14 Lesson 15
Place Value	Two-Digit Addition and Subtraction **2.NBT.B.5, 2.NBT.B.9** Understand Place Value: Three Digit Numbers **2.NBT.A.1, 2.NBT.A.3, 2.NBT.A.4** Place Value: Add and Subtract **2.NBT.A.2, 2.NBT.B.8**	Lesson 8 Lesson 9 Lesson 12 Lesson 13 Lesson 14 Lesson 15
Addition	Two-Digit Addition and Subtraction **2.NBT.B.5, 2.NBT.B.9** One and Two Step Word Problems to 100 **2.OA.A.1** Place Value: Add and Subtract **2.NBT.A.2, 2.NBT.B.8**	Lesson 8 Lesson 15
Subtraction	Two-Digit Addition and Subtraction **2.NBT.B.5, 2.NBT.B.9** One and Two Step Word Problems to 100 **2.OA.A.1**	Lesson 8 Lesson 9
Problem Solving	One and Two Step Word Problems to 100 **2.OA.A.1** Word Problems Involving Money **2.OA.A.1, 2.MD.C.8**	Lesson 9 Lesson 12
Mathematical Communication	Two-Digit Addition and Subtraction **2NB.B.5, 2.NBT.B.9**	Lesson 8
Measurement/Data	**Not Measured this MP (N/A)**	
Money & Time	Word Problems Involving Money **2.OA.A.1, 2.MD.C.8** Tell and Write Time **2.MD.C.7**	Lesson 10 Lesson 11
Geometry	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

Second Grade MP 3 Report Card	
Three-Digit Addition **2.NBT.B.7, 2.NBT.B9** (Number Sense, Place Value, Addition, Math Communication)	3 = Can add within 1000 using appropriate strategies and is able to explain using place value and properties of the operation 2 = At times, can add within 1000 using appropriate strategies most of the time, can explain using place value and properties of the operation
Three-Digit Subtraction **2.NBT.B.7, 2.NBT.B9** (Number Sense, Place Value, Subtraction, Math Communication)	3 = Can subtract within 1000 using appropriate strategies and is able to explain using place value and properties of the operation 2 = At times, can subtract within 1000 using appropriate strategies most of the time, can explain using place value and properties of the operation
Place Value and Properties **2.NBT.B.6, 2.NBT.B.9** (Number Sense, Place Value, Addition, Math Communication)	3 = Consistently adds up to four two-digit numbers using strategies based on place value and properties of addition and can explain why the strategies work 2 = Inconsistently adds up to four two-digit numbers using strategies based on place value and properties of addition and can explain why the strategies work
Measurement **2.MD.A.1** (Measurement)	3 = Can measure the length of an object by selecting and using an appropriate tool 2 = At times, can measure the length of an object by selecting and using an appropriate tool
Comparison in Measurement **2.MD.A.2** (Measurement, Problem Solving)	3 = Can measure the length of an object with two standard units and describe how the measurements relate to the chosen unit 2 = At times, can measure the length of an object with two standard units and describe how the measurements relate to the chosen unit
Estimation in Measurement **2.MD.A.3** (Measurement, Problem Solving)	3 = Consistently estimates lengths using standard units such as inches, feet, centimeters, and meters 2 = Inconsistently estimates lengths using standard units such as inches, feet, centimeters, and meters

** N/A will be used for Time & Money and Geometry on the MP3 Report Card

CAPITAL SCHOOL DISTRICT

Second Grade: Marking Period 3		
Competencies	**Standard**	**Lesson**
Number Sense	Three-Digit Addition **2.NBT.B.7, 2.NBT.B.9** Three-Digit Subtraction **2.NBT.B.7, 2.NBT.B.9** Place Value and Properties **2.NBT.B.6, 2.NBT.B.9**	Lesson 16 Lesson 17 Lesson 18 Lesson 19
Place Value	Three-Digit Addition **2.NBT.B.7, 2.NBT.B.9** Three-Digit Subtraction **2.NBT.B.7, 2.NBT.B.9** Place Value and Properties **2.NBT.B.6, 2.NBT.B.9**	Lesson 16 Lesson 17 Lesson 18 Lesson 19
Addition	Three-Digit Addition **2.NBT.B.7, 2.NBT.B.9** Place Value and Properties **2.NBT.B.6, 2.NBT.B.9**	Lesson 16 Lesson 18 Lesson 19
Subtraction	Three-Digit Subtraction **2.NBT.B.7, 2.NBT.B.9**	Lesson 17 Lesson 18
Problem Solving	Comparison in Measurement **2.MD.A.2** Estimation in Measurement **2.MD.A.3**	Lesson 22 Lesson 23
Mathematical Communication	Three-Digit Addition **2.NBT.B.7, 2.NBT.B.9** Three-Digit Subtraction **2.NBT.B.7, 2.NBT.B.9** Place Value and Properties **2.NBT.B.6, 2.NBT.B.9**	Lesson 16 Lesson 17 Lesson 18 Lesson 19
Measurement/Data	Measurement **2.MD.A.1** Comparison in Measurement **2.MD.A.2** Estimation in Measurement **2.MD.A.3**	Lesson 20 Lesson 21 Lesson 22 Lesson 23
Money & Time	**Not Measured this MP (N/A)**	
Geometry	**Not Measured this MP (N/A)**	

CAPITAL
SCHOOL DISTRICT

Second Grade MP 4 Report Card	
Comparison in Measurement **2.MD.A.4** (Measurement, Problem Solving)	3 = Can compare lengths by measuring at least two objects and is able to express the length difference in standard units 2 = At times, can compare lengths by measuring at least two objects and is able to express the length difference in standard units
Relate Addition and Subtraction to Length **2.MD.B.5** (Addition, Subtraction, Measurement, Problem Solving)	3 = Uses addition and subtraction within 100 to solve length word problems in units 2 = At times, uses addition and subtraction within 100 to solve length word problems in units
Addition and Subtraction on a Numberline **2.MD.B.6** (Number Sense, Place Value, Addition, Subtraction, Measurement)	3 = Consistently represents whole numbers as lengths on a number line and can find sums and differences within 100 2 = Inconsistently represents whole numbers as lengths on a number line and can find sums and differences within 100
Read and Interpret Data **2.MD.D.9** (Measurement, Data)	3 = Can sort, organize, read, and make a line plot based on measuring lengths of several objects to the nearest whole unit 2 = At times, can sort, organize, read, and make a line plot based on measuring lengths of several objects to the nearest whole unit
Geometry **2.G.A.1** (Geometry)	3 = Recognizes, describes, and draws shapes (attributes, angles, faces, and types) 2 = At times, recognizes, describes, and draws shapes (attributes, angles, faces, and types)
Partition in Geometry **2.G.A.3** (Geometry, Number Sense, Math Communication)	3 = Consistently partitions given shapes into equal shares and can describe the shares using halves, thirds, and fourths, etc. recognizing that fractional parts are equal in size 2 = Inconsistently partitions given shapes into equal shares and can describe the shares using halves, thirds, and fourths, etc. recognizing that fractional parts are equal in size
Foundations for Multiplication **2.G.A.2, 2.OA.C.4** (Number Sense, Addition, Problem Solving, Geometry)	3 = Can identify rows and columns (rectangle or objects) as being arranged as an array to write an equation to express the total sum of equal addends 2 = At times, can identify rows and columns (rectangle or objects) as being arranged as an array to write an equation to express the total sum of equal addends
Equal Groups **2.OA.C.3** (Number Sense, Problem Solving)	3 = Determines whether a group of objects (up to 20) is even or odd through modeling, identification, and an equation 2 = At times, determines whether a group of objects (up to 20) is even or odd through modeling, identification, and an equation

** N/A will be used for Time & Money on the MP4 Report Card

CAPITAL SCHOOL DISTRICT

Second Grade: Marking Period 4		
Competencies	**Standard**	**Lesson**
Number Sense	Addition and Subtraction on a Numberline **2.MD.B.6** Partition in Geometry **2.G.A.3** Foundations in Multiplication **2.G.A.2, 2.OA.C.4** Equal Groups **2.OA.C.3**	Lesson 26 Lesson 29 Lesson 30 Lesson 31 Lesson 32
Place Value	Addition and Subtraction on a Numberline **2.MD.B.6**	Lesson 26
Addition	Relate Addition and Subtraction to Length **2.MD.B.5** Addition and Subtraction on a Numberline **2.MD.B.6** Foundations in Multiplication **2.G.A.2, 2.OA.C.4**	Lesson 25 Lesson 26 Lesson 30 Lesson 31
Subtraction	Relate Addition and Subtraction to Length **2.MD.B.5** Addition and Subtraction on a Numberline **2.MD.B.6**	Lesson 25 Lesson 26
Problem Solving	Comparison in Measurement **2.MD.A.4** Relate Addition and Subtraction to Length **2.MD.B.5** Foundations in Multiplication **2.G.A.2, 2.OA.C.4** Equal Groups **2.OA.C.3**	Lesson 24 Lesson 25 Lesson 30 Lesson 31 Lesson 32
Mathematical Communication	Partition in Geometry **2.G.A.3**	Lesson 29
Measurement/Data	Comparison in Measurement **2.MD.A.4** Relate Addition and Subtraction to Length **2.MD.B.5** Addition and Subtraction on a Numberline **2.MD.B.6** Read and Interpret Data **2.MD.D.9**	Lesson 24 Lesson 25 Lesson 26 Lesson 29
Money & Time	**Not Measured this MP (N/A)**	
Geometry	Geometry **2.G.A.1** Partition in Geometry **2.G.A.3** Foundations in Multiplication **2.G.A.2, 2.OA.C.4**	Lesson 28 Lesson 29 Lesson 30 Lesson 31

Third Grade Report Card Rubrics
Capital School District

3= Meets or Exceeds the Standard-Child can reliably demonstrate the expectation
2= Approaches the Standard-Child demonstrates the expectation inconsistently
1= Needs Reinforcement-Child cannot demonstrate the expectation at this time

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
		Reading		
Learns and applies phonics and word analysis skills when reading CCSS.ELA-Literacy RF3.3	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* Uses word structure to recognize multi-syllabic words. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Uses word structure to read multi-syllabic words. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words and confirms decoding efforts by using: • *word meaning* • *language structure* • *context* 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words and confirms decoding efforts by using: • *word meaning* • *language structure* • *context* 2= Inconsistently demonstrates the listed expectations
Reads with accuracy and fluency to support comprehension CCSS.ELA-Literacy RF3.4	3= Reads with accuracy and fluency on level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. Increases high-frequency words read fluently in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency on level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. Increases high frequency words read fluently in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency on level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. Increases high frequency words read fluently in and out of context. 2= Inconsistently demonstrates the listed expectations	3=. Reads with accuracy and fluency on level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. Increases high frequency words read fluently in and out of context. 2= Inconsistently demonstrates the listed expectations
Applies a variety of strategies to comprehend Informational Texts CCSS.ELA-Reading RI.3.2, 3.5, 3.6, 3.7, 3.9	3= Compares and contrasts reports and reference materials about specific topics. Returns to the text to locate and interpret key information and ideas by using: • *key words* • *headings/subheadings* • *diagrams and captions* • *charts and graphs* • *digital media* 2= Inconsistently demonstrates the listed expectations	3= Compares and contrasts reports and reference materials about specific topics. Returns to the text to locate and interpret key information and ideas by using: • *key words* • *headings/subheadings* • *diagrams and captions* • *charts and graphs* • *hyperlinks* • *digital media* 2= Inconsistently demonstrates the listed expectations	3= Makes strongly implied inferences about content and concrete ideas in a text and returns to the text to identify appropriate text support. Distinguishes own point of view from the author's point of view. 2= Inconsistently demonstrates the listed expectations	3= Recognizes and uses the different ways expository text is organized (e.g., topic, main idea and details, series of steps, cause and effect) Distinguishes own point of view from the author's point of view. 2= Inconsistently demonstrates the listed expectations

Reads with Understanding CCSS.ELA-Reading RL and RI 3.1, 3.2, 3.3, 3.7, 3.9	3= Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Locates key information and details in text to support responses. Compares and contrasts information within and between texts. Locates key details that support the message or the main idea. 2= Inconsistently demonstrates the listed expectations	3= Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Locates key information and details in text to support responses. Generates different types of relevant questions before, during, and after reading to clarify understanding. Types of questions: • *Right There* • *Think and Search* • *Author and You* Compares and contrasts information or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic. 2= Inconsistently demonstrates the listed expectations	3= Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Identifies explicit and inferred key details and information in text to support responses. Generates different types of relevant questions before, during and after reading to clarify understanding. Types of questions: • *Right There* • *Think and Search* • *Author and You* Compares and contrasts information or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic in a written summary or report. 2= Inconsistently demonstrates the listed expectations	3= Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Locates explicit and inferred key details and information in text to support responses. Generates different types of relevant questions before, during and after reading to clarify understanding. Types of questions: • *Right There* • *Think and Search* • *Author and You* Compares, contrasts, and draws conclusions about people, events, themes, characters, or information in texts. Interprets and evaluates texts to reflect and respond in a written summary or report. 2= Inconsistently demonstrates the listed expectations
Demonstrates Understanding of Words (Vocabulary) CCSS.ELA-Reading RL.3.4, RI.3.4 L3.4, L3.5	3=Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3=Uses context to determine meaning of new words. Recognizes multiple meaning words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. Expands use of descriptive vocabulary. 2= Inconsistently demonstrates the listed expectations
Written Communication				
Engages in Collaborative Conversations CCSS.ELA-Speaking and Listening SL3.1, 3.3	3= Speaks so others can understand. Expresses ideas related to a discussion and takes turns in conversation. Comes to discussion prepared. 2= Inconsistently demonstrates the listed expectations	3= Respectfully contributes ideas related to the discussion, confirms others' thinking, and asks clarifying questions. Comes to discussion prepared, having read or studied required material. 2= Inconsistently demonstrates the listed expectations	3= Comes to discussion prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2=.Inconsistently demonstrates the listed expectations	3= Comes to discussion prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2= Inconsistently demonstrates the listed expectations

Text Types and Purposes CCSS.ELA-Writing W3.1, 3.2, 3.3, 3.4, 3.7	3= Uses writing strategies to generate ideas and convey a message. Writes well- developed paragraphs that are informative, opinion-based, or narrative and that focus on a story or topic. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log or writing journal and conducts short research projects about a topic. 2= Inconsistently demonstrates the listed expectations	3= Writes paragraphs that are on topic with a main idea that includes supporting details. Writing includes a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log and writing journals and conducts short research projects about a topic. 2= Inconsistently demonstrates the listed expectations	3= Writes paragraphs that are on topic with a main idea that includes supporting details. Writing includes a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/ or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. 2= Inconsistently demonstrates the listed expectations	3= Writes paragraphs that are on topic with a main idea that includes supporting details. Writing includes a clear beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions) Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. 2= Inconsistently demonstrates the listed expectations
Writing Skills and Conventions CCSS.ELA-Language L3.2	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations
Spelling Strategies CCSS.ELA-Language L3.2e, 3.2f, 3.2g	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations
Spells assigned Weekly Words CCSS.ELA-Language L3.2e, 3.2f, 3.2g	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations

CAPITAL SCHOOL DISTRICT

Third Grade

2023

Competencies Addressed Each Marking Period

The competencies listed below, are concepts/standards taught during the marking period. Use this tool to assist you with measuring student mastery toward the identified report card competencies. The standards aligned with each competency are listed for you to use as you enter assignments into the gradebook. Competencies not checked will be marked **N/A** as they are not taught during that marking period.

Competencies	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
• Place Value	✔	✔	N/A	✔
• Measurement/ Data	N/A	✔	✔	✔
• Problem Solving Strategies	✔	✔	✔	✔
• Mathematical Communication	✔	✔	✔	✔
• NBT - Addition	✔	✔	✔	✔
• NBT - Subtraction	✔	✔	✔	✔
• NBT - Multiplication	✔	✔	✔	✔
• NBT - Division	N/A	✔	✔	✔
• Fractions	N/A	N/A	✔	✔

CAPITAL SCHOOL DISTRICT

Third Grade MP 1 Report Card	
Place Value to Round **3.NBT.A.1** (Place Value)	3 = Uses place value to round whole numbers to the nearest 10 or 100 2 = Inconsistently uses place value to round whole numbers to the nearest 10 or 100
Add Three-Digit Numbers **3. NBT.A.2** (Place Value, Addition)	3 = Uses place value understanding to fluently add within 1000 2 = Inconsistently uses place value understanding to fluently add within 1000
Subtract Three-Digit Numbers **3.NBT.A.2** (Place Value, Subtraction)	3 = Uses place value understanding to fluently subtract within 1000 2 = Inconsistently uses place value understanding to fluently subtract within 1000
Multiplication **3.OA.A.1** (Problem Solving Strategies, Multiplication)	3 = Understands products of whole numbers using a variety of strategies 2 = Inconsistently understands products of whole numbers using a variety of strategies
Word Problems involving Multiplication **3.OA.A.3** (Problem Solving, Math Communication, Multiplication)	3 = Uses drawings and equations to solve multiplication word problems within 100 2 = Uses drawings and equations to solve multiplication word problems within 100 with support
Multiply within 100 **3.OA.B.5, 3.OA.C.7** (Problem Solving, Multiplication)	3 = Applies strategies and properties of operations to fluently multiply within 100 2 = Inconsistently applies strategies and properties of operations to fluently multiply within 100

CAPITAL SCHOOL DISTRICT

Third Grade: Marking Period 1		
Competencies	**Standard**	**Lesson**
Place Value	Place Value to Round **3.NBT.A.1** Add Three-Digit Numbers **3. NBT.A.2** Subtract Three-Digit Numbers **3.NBT.A.2**	Lesson 1 Lesson 2 Lesson 3
Measurement/ Data	**Not Measured this MP (N/A)**	
Problem Solving Strategies	Multiplication **3.OA.A.1** Word Problems involving Multiplication **3.OA.A.3** Multiply within 100 **3.OA.B.5, 3.OA.C.7**	Lesson 4 Lesson 5 Lesson 6 Lesson 7
Mathematical Communication	Word Problems involving Multiplication **3.OA.A.3**	Lesson 5 Lesson 6
NBT - Addition	Add Three-Digit Numbers **3. NBT.A.2**	Lesson 2
NBT - Subtraction	Subtract Three-Digit Numbers **3.NBT.A.2**	Lesson 3
NBT - Multiplication	Multiplication **3.OA.A.1** Word Problems involving Multiplication **3.OA.A.3** Multiply within 100 **3.OA.B.5, 3.OA.C.7**	Lesson 4 Lesson 5 Lesson 6 Lesson 7
NBT - Division	**Not Measured this MP (N/A)**	
Fractions	**Not Measured this MP (N/A)**	

CAPITAL SCHOOL DISTRICT

Third Grade MP 2nd Report Card	
Place Value to Multiply **3.NBT.A.3** (Place Value, Multiplication)	3 = Multiplies one-digit numbers by multiples of 10 using multiplication facts and strategies 2 = Multiplies one-digit numbers by multiples of 10 using multiplication facts and strategies with support
Division **3.OA.A.2** (Problem Solving, Division)	3 = Demonstrates a conceptual understanding of division as separating a total number of items into equal-sized groups 2 = Inconsistently demonstrates a conceptual understanding of division as separating a total number of items into equal-sized groups
Word Problems Using Multiplication & Division **3.OA.A.3** (Place Value, Problem Solving, Multiplication)	3 = Uses models and equations within 100 to solve one-step word problems involving equal groups, arrays, and area 2 = Uses models and equations within 100 to solve one-step word problems involving equal groups, arrays, and area with support
Multiplication and Division Facts **3.OA.A.4, 3.OA.C.7** (Place Value, Multiplication, Division)	3 = Fluently multiplies, divides and applies understanding to determine unknown numbers in a pattern or equation 2 = Inconsistently multiplies, divides and applies understanding to determine unknown numbers in a pattern or equation
Multiplication **3.OA.B.5** (Problem Solving, Multiplication)	3 = Applies commutative and associative properties of multiplication to build multiplication fluency 2 = Applies commutative and associative properties of multiplication to build multiplication fluency with support
Multiplication and Division **3.OA.B.6** (Multiplication, Division)	3 = Shows understanding of the relationship between multiplication and division 2 = At times, shows understanding of the relationship between multiplication and division
Understand Patterns **3.OA.D.9** (Communication, Addition, Subtraction, Multiplication, Division)	3 = Uses models and charts to explain mathematical patterns involving the properties of operations 2 = Inconsistently uses models and charts to explain mathematical patterns involving the properties of operations
Area **3.MD.C.5a, 3.MD.C.5b** **3.MD.C.6** (Measurement/Data, Problem Solving)	3 = Recognizes square units as a tool for measuring area of plane figures 2 = Inconsistently recognizes square units as a tool for measuring area of plane figures
Area **3.MD.C.7a, 3.MD.C.7b**	3 = Reasons and connects multiplication and addition to solves real world problems involving area of rectangles

((Measurement/Data, Problem Solving)	2 = Inconsistently reasons and connects multiplication and addition to solves real world problems involving area of rectangles
Area Models **3.MD.C.7c, 3.MD.C.7d** (Measurement/Data, Problem Solving, Addition, Multiplication)	3 = Relates area to the operations of multiplication and addition by using models to solve real world problems 2 = Relates area to the operations of multiplication and addition by using models to solve real world problems with support
Word Problems Using Multiplication and Division **3.OA.A.3** ((Measurement/Data, Problem Solving, Addition, Multiplication)	3 = Uses models and equations within 100 to solve one-step word problems involving equal groups, arrays, and area 2 = Uses models and equations within 100 to solve one-step word problems involving equal groups, arrays, and area with support

CAPITAL SCHOOL DISTRICT

Third Grade: Marking Period 2			
Competencies	**Standard**		**Lesson**
Place Value	Place Value to Multiply **3.NBT.A.3** Word Problems Using Multiplication & Division **3.OA.A.3**	Multiplication and Division Facts **3.OA.A.4, 3.OA.C.7**	Lesson 9 Lesson 12 Lesson 17
Measurement/ Data	Area **3.MD.C.5a, 3.MD.C.5b** **3.MD.C.6** Area **3.MD.C.7a, 3.MD.C.7b**	Area Models **3.MD.C.7c, 3.MD.C.7d** Word Problems Using Multiplication and Division **3.OA.A.3**	Lesson 14 Lesson 15 Lesson 16 Lesson 17
Problem Solving Strategies	Division **3.OA.A.2** Word Problems Using Multiplication & Division **3.OA.A.3** Multiplication **3.OA.B.5** Area **3.MD.C.5a, 3.MD.C.5b** **3.MD.C.6**	Area **3.MD.C.7a, 3.MD.C.7b** Area Models **3.MD.C.7c, 3.MD.C.7d** Word Problems Using Multiplication and Division **3.OA.A.3**	Lesson 8 Lesson 10 Lesson 14 Lesson 15 Lesson 16 Lesson 17
Mathematical Communication	Understand Patterns **3.OA.D.9**		Lesson 13
NBT - Addition	Understand Patterns **3.OA.D.9** Area Models **3.MD.C.7c, 3.MD.C.7d**	Word Problems Using Multiplication and Division **3.OA.A.3**	Lesson 13 Lesson 15 Lesson 16 Lesson 17
NBT - Subtraction	Understand Patterns **3.OA.D.9**		Lesson 13
NBT - Multiplication	Place Value to Multiply **3.NBT.A.3** Word Problems Using Multiplication & Division **3.OA.A.3** Multiplication and Division Facts **3.OA.A.4, 3.OA.C.7** Multiplication **3.OA.B.5**	Multiplication and Division **3.OA.B.6** Understand Patterns **3.OA.D.9** Area Models **3.MD.C.7c, 3.MD.C.7d** Word Problems Using Multiplication and Division **3.OA.A.3**	Lesson 8 Lesson 9 Lesson 11 Lesson 12 Lesson 13 Lesson 15 Lesson 16 Lesson 17
NBT - Division	Division **3.OA.A.2** Multiplication and Division Facts **3.OA.A.4, 3.OA.C.7**	Multiplication and Division **3.OA.B.6** Understand Patterns **3.OA.D.9**	Lesson 10 Lesson 11 Lesson 12 Lesson 13
Fractions	**Not Measured this MP (N/A)**		

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Third Grade MP 3rd Report Card	
Word Problems Using Four Operations **3.OA.D.8** (Problem Solving, Addition, Subtraction, Multiplication, Division)	3 = Solves two-step word problems using multiple strategies and operations 2 = Inconsistently solves two-step word problems using multiple strategies and operations
Scaled Graphs **3.MD.B.3** (Measurement/Data, Problem Solving, Communication)	3 = Understands data displayed in a scaled graph and applies understanding to solve problems 2 = Inconsistently understands data displayed in a scaled graph and applies understanding to solve problems
Length and Line Plots **3.MD.B.4** (Measurement/Data, Problem Solving, Fractions)	3 = Uses tools to measure and plot whole numbers, halves, or quarters on a line plot 2 = Inconsistently uses tools to measure and plot whole numbers, halves, or quarters on a line plot
Fractions **3.NF.A.1** (Problem Solving, Fractions)	3 = Demonstrates understanding that a fraction is a whole number divided into equal parts 2 = Inconsistently demonstrates understanding that a fraction is a whole number divided into equal parts
Fractions on a Number Line **3.NF.A.2a, 3.NF.A.2b** (Problem Solving, Fractions)	3 = Consistently identifies and labels fractions on a number line 2 = Inconsistently identifies and labels fractions on a number line
Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b 3.NF.A.3c** (Problem Solving, Communication, Addition, Multiplication, Fractions)	3 = Identifies and generates equivalent fractions by using visual models and number lines 2 = Inconsistently identifies and generates equivalent fractions by using visual models and number lines
Comparing Fractions **3.NF.A.3d** (Problem Solving, Communication, Division, Fractions)	3 = Uses models, number lines, and symbols to record the comparison of two fractions with the same numerator or denominator 2 = Uses models, number lines, and symbols to record the comparison of two fractions with the same numerator or denominator with support

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Third Grade: Marking Period 3			
Competencies	**Standard**		**Lesson**
Place Value	**Not Measured this MP (N/A)**		
Measurement/ Data	Scaled Graphs **3.MD.B.3** Length and Line Plots **3.MD.B.4**		Lesson 19 Lesson 26
Problem Solving Strategies	Word Problems Using Four Operations **3.OA.D.8** Scaled Graphs **3.MD.B.3** Length and Line Plots **3.MD.B.4** Fractions **3.NF.A.1**	Fractions on a Number Line **3.NF.A.2a, 3.NF.A.2b** Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b** **3.NF.A.3c** Comparing Fractions **3.NF.A.3d**	Lesson 18 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26
Mathematical Communication	Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b** **3.NF.A.3c**	Scaled Graphs **3.MD.B.3** Comparing Fractions **3.NF.A.3d**	Lesson 19 Lesson 22 Lesson 23 Lesson 24 Lesson 25
NBT - Addition	Word Problems Using Four Operations **3.OA.D.8**	Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b** **3.NF.A.3c**	Lesson 18 Lesson 22 Lesson 23
NBT - Subtraction	Word Problems Using Four Operations **3.OA.D.8**		Lesson 18
NBT - Multiplication	Word Problems Using Four Operations **3.OA.D.8**	Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b** **3.NF.A.3c**	Lesson 18 Lesson 21 Lesson 22 Lesson 23
NBT - Division	Word Problems Using Four Operations **3.OA.D.8**	Comparing Fractions **3.NF.A.3d**	Lesson 18 Lesson 24 Lesson 25
Fractions	Length and Line Plots **3.MD.B.4** Fractions on a Number Line **3.NF.A.2a, 3.NF.A.2b**	Equivalent Fractions **3.NF.A.3a, 3.NF.A.3b** **3.NF.A.3c** Comparing Fractions **3.NF.A.3d** Fractions **3.NF.A.1**	Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26

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Third Grade MP 4th Report Card	
Time **3.MD.A.1** (Measurement/Data, Problem Solving, Addition, Subtraction, Multiplication)	3 = Consistently tells time accurately to solve word problems using addition and subtraction of time intervals in minutes 2 = Tells time accurately to solve word problems using addition and subtraction of time intervals in minutes with support
Liquid Volume **3.MD.A.2** (Measurement/Data, Problem Solving, Addition, Subtraction, Multiplication, Division)	3 = Measures, estimates, and applies liquid volume measurements to add, subtract, multiply, or divide to solve one-step word problems 2 = Measures, estimates, and applies liquid volume measurements to add, subtract, multiply, or divide to solve one-step word problems with support
Mass **3.MD.A.2** (Place value, Measurement/Data, Problem Solving, Addition, Subtraction, Multiplication, Division)	3 = Measures, estimates, and applies the mass of objects to add, subtract, multiply, or divide to solve one-step word problems 2 = Measures, estimates, and applies the mass of objects to add, subtract, multiply, or divide to solve one-step word problems with support
Shapes **3.G.A.1** (Measurement/Data, Problem Solving, Communication)	3 = Identifies, describes, and categorizes shapes according to attributes 2 = Inconsistently identifies, describes, and categorizes shapes according to attributes
Shapes with Equal Areas **3.G.A.2** (Problem Solving, Communication, Fractions)	3 = Uses models to partition shapes and understand equal fractional parts have equal areas 2 = Uses models to partition shapes and understand equal fractional parts have equal areas with support
Area and Perimeter of Shapes **3.MD.D.8** (Place Value, Measurement/Data, Problem Solving, Communication, Addition, Multiplication, Division)	3 = Finds area and perimeter to solve real word problems 2 = Finds area and perimeter to solve real word problems with support

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Third Grade: Marking Period 4			
Competencies	**Standard**		**Lesson**
Place Value	Area and Perimeter of Shapes **3.MD.D.8**		Lesson 32
Measurement/ Data	Time **3.MD.A.1** Liquid Volume **3.MD.A.2**	Shapes **3.G.A.1** Area and Perimeter of Shapes **3.MD.D.8**	Lesson 27 Lesson 28 Lesson 29 Lesson 30 Lesson 31 Lesson 32 Lesson 33
Problem Solving Strategies	Time **3.MD.A.1** Liquid Volume **3.MD.A.2** Shapes **3.G.A.1**	Shapes with Equal Areas **3.G.A.2** Area and Perimeter of Shapes **3.MD.D.8**	Lesson 27 Lesson 28 Lesson 29 Lesson 30 Lesson 31 Lesson 32 Lesson 33
Mathematical Communication	Shapes **3.G.A.1** Shapes with Equal Areas **3.G.A.2**	Area and Perimeter of Shapes **3.MD.D.8**	Lesson 30 Lesson 31 Lesson 32 Lesson 33
NBT - Addition	Time **3.MD.A.1** Liquid Volume **3.MD.A.2**	Area and Perimeter of Shapes **3.MD.D.8**	Lesson 27 Lesson 28 Lesson 29 Lesson 32
NBT - Subtraction	Time **3.MD.A.1** Liquid Volume **3.MD.A.2**		Lesson 27 Lesson 28 Lesson 29
NBT - Multiplication	Time **3.MD.A.1** Liquid Volume **3.MD.A.2** Area and Perimeter of Shapes **3.MD.D.8**		Lesson 27 Lesson 28 Lesson 29 Lesson 32
NBT - Division	Time **3.MD.A.1** Liquid Volume **3.MD.A.2** Area and Perimeter of Shapes **3.MD.D.8**		Lesson 27 Lesson 28 Lesson 29 Lesson 32
Fractions	Shapes with Equal Areas **3.G.A.2**		Lesson 33

Fourth Grade Report Card Rubrics
Capital School District

3= Meets or Exceeds the Standard-Child can reliably demonstrate the expectation
2= Approaches the Standard-Child demonstrates the expectation inconsistently
1= Needs Reinforcement-Child cannot demonstrate the expectation at this time

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
		Reading		
Learns and applies phonics and word analysis skills when reading CCSS.ELA-Literacy RF4.3	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations
Reads with accuracy and fluency to support comprehension CCSS.ELA-Literacy RF4.4	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3=Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations
Applies a variety of strategies to comprehend Informational Texts CCSS.ELA-Reading RI4.1, 4.2, 4.3,4.5, 4.6, 4.7, 4.8	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Explains how the author uses reasons and evidence to support particular points in a text. Refers to key details in a text when explaining what the text says explicitly and when drawing inferences from the text. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams,) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Explains how the author uses reasons and evidence to support particular points in a text. Refers to key details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams or time lines) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3= Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Describes the overall structural patterns found in informational text (e.g., cause/effect, problem/solution). Explains events, procedures, ideas or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text. Interprets information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines or animations) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Describes the overall structural patterns found in informational text (e.g., cause/effect, problem/solution). Explains events, procedures, ideas or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text. Interprets information presented visually and orally (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations

Reads with Understanding- CCSS.ELA-Reading RL and RI 4.1, 4.2, 4.3, 4.7, 4.9	Compares and contrasts information and/or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose. 2= Inconsistently demonstrates the listed expectations	Compares and contrasts information and/or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic in a written summary or report. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems. (e.g., verse, rhythm, meter) 2= Inconsistently demonstrates the listed expectations	Compares, contrasts, and draws conclusions about people, events, themes, characters, or information in texts. Interprets and evaluates texts to reflect and respond in a written summary or report. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text. 2= Inconsistently demonstrates the listed expectations	Compares and contrasts the point of view of which different stories are narrated including the difference between first and third person narrations. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, dialogue, stage directions) when writing or speaking about a text. 2= Inconsistently demonstrates the listed expectations
Demonstrates Understanding of Words (Vocabulary) CCSS.ELA-Reading RL.4.4, RI.4.4 L4.4, L4.5	3=Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3=Uses context to determine meaning of new words. Recognizes multiple meaning words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. Expands use of descriptive vocabulary. 2= Inconsistently demonstrates the listed expectations
Written Communication				
Engages in Collaborative Conversations CCSS.ELA-Speaking and Listening SL4.1, 4.3	3= Speaks so others can understand. Expresses ideas related to a discussion and takes turns in conversation. Comes to discussions prepared. 2= Inconsistently demonstrates the listed expectations	3= Respectfully contributes ideas related to the discussion, confirms others' thinking, and asks clarifying questions. Comes to discussions prepared, having read or studied required material. 2= Inconsistently demonstrates the listed expectations	3= Comes to discussions prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2=. Inconsistently demonstrates the listed expectations	3= Comes to discussions prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2= Inconsistently demonstrates the listed expectations
Text Types and Purposes CCSS.ELA-Writing W4.1, 3.2, 4.2, 4.4, 4.7	3= Uses writing strategies to generate ideas and convey a message. Writes well-developed paragraphs that are informative, opinion-based, or narrative and that focus on a story or topic.	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)

	Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log or writing journal. Conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log and writing journals and conducts short research projects about a topic Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas, concrete details, quotations, examples or events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/ or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas, concrete details, quotations, examples or events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations
Writing Skills and Conventions CCSS.ELA-Language L4.2	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations
Spelling Strategies CCSS.ELA-Language L4.2e, 4.2f, 4.2g	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations
Spells assigned Weekly Words CCSS.ELA-Language L4.2e, 4.2f, 4.2g	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations

CAPITAL SCHOOL DISTRICT

Fourth Grade

2023

Competencies Addressed Each Marking Period

The competencies listed below, are concepts/standards taught during the marking period. Use this tool to assist you with measuring student mastery toward the identified report card competencies. The standards aligned with each competency are listed for you to use as you enter assignments into the gradebook. Competencies not checked will be marked **N/A** as they are not taught during that marking period.

Competencies	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
• Place Value	✔	✔	✔	✔
• Measurement/ Data	***N/A***	✔	✔	✔
• Problem Solving Strategies	✔	✔	✔	✔
• Mathematical Communication	✔	✔	✔	✔
• NBT - Addition	✔	✔	✔	✔
• NBT - Subtraction	✔	✔	✔	✔
• NBT - Multiplication	✔	✔	✔	***N/A***
• NBT - Division	✔	✔	✔	***N/A***
• Fractions	***N/A***	✔	✔	✔

CAPITAL SCHOOL DISTRICT

Fourth Grade MP 1 Report Card	
Place Value **4.NBT.A.1** (Place Value, Communication)	3 = Demonstrates how to move from one place-value position to the next greatest position and it changes the value by a multiple of ten 2 = Inconsistently demonstrates how to move from one place-value position to the next greatest position and it changes the value by a multiple of ten
Place Value **4.NBT.A.2** (Place Value, Communication)	3 = Reads and writes multi-digit whole numbers using base-ten numbers, number names, and expanded form 2 = Inconsistently reads and writes multi-digit whole numbers using base-ten numbers, number names, and expanded form
Compare Whole Numbers **4.NBT.A.2** (Place Value, Communication)	3 = Compares multi-digit numbers based on meanings of the digits using >, <, and = 2 = Inconsistently compares multi-digit numbers based on meanings of the digits using >, <, and =
Round Whole Numbers **4.NBT.A.3** (Place Value, Problem Solving)	3 = Uses place value understanding to round multi-digit whole numbers in any place 2 = Inconsistently uses place value understanding to round multi-digit whole numbers in any place
Add Whole Numbers **4.NBT.B.4** (Problem Solving, Addition)	3 = Fluently adds multi-digit whole numbers using the standard algorithm 2 = Inconsistently adds multi-digit whole numbers using the standard algorithm with models or support
Subtract Whole Numbers **4.NBT.B.4** (Problem Solving, Subtraction)	3 = Fluently subtracts multi-digit whole numbers using the standard algorithm 2 = Inconsistently subtracts multi-digit whole numbers using the standard algorithm with models or support
Understand Multiplication as a Comparison **4.OA.A.1** (Problem Solving, Multiplication)	3 = Uses a multiplication equation to represent the relationship between two numbers as a multiplicative comparison 2 = Inconsistently uses a multiplication equation to represent the relationship between two numbers as a multiplicative comparison
Multiplication and Division in Word Problems **4.OA.A.2** (Problem Solving, Communication, Multiplication, Division)	3 = Multiplies or divides to solve word problems involving multiplicative comparisons with drawings, equations and symbols for unknown numbers 2 = Inconsistently multiplies or divides to solve word problems involving multiplicative comparisons with drawings, equations and symbols for unknown numbers
Multiples and Factors **4.OA.B.4** (Problem Solving, Communication, Multiplication)	3 = Applies understanding of multiples and factors to solve problems and identify prime and composite numbers 2 = Inconsistently applies understanding of multiples and factors to solve problems and identify prime and composite numbers

CAPITAL SCHOOL DISTRICT

Fourth Grade: Marking Period 1			
Competencies	**Standard**		**Lesson**
Place Value	Place Value **4.NBT.A.1, 4.NBT.A.2** Compare Whole Numbers **4.NBT.A.2**	Round Whole Numbers **4.NBT.A.3**	Lesson 1 Lesson 2 Lesson 3
Measurement/ Data	**Not Measured this MP (N/A)**		
Problem Solving Strategies	Round Whole Numbers **4.NBT.A.3** Add Whole Numbers **4.NBT.B.4** Understand Multiplication as a Comparison **4.OA.A.1**	Multiplication and Division in Word Problems **4.OA.A.2** Multiples and Factors **4.OA.B.4**	Lesson 3 Lesson 4 Lesson 6 Lesson 7 Lesson 8
Mathematical Communication	Place Value **4.NBT.A.1, 4.NBT.A.2** Compare Whole Numbers **4.NBT.A.2**	Multiplication and Division in Word Problems **4.OA.A.2** Multiples and Factors **4.OA.B.4**	Lesson 1 Lesson 2 Lesson 7 Lesson 8
NBT - Addition	Add Whole Numbers **4.NBT.B.4**		Lesson 4
NBT - Subtraction	Subtract Whole Numbers **4.NBT.B.4**		Lesson 5
NBT - Multiplication	Understand Multiplication as a Comparison **4.OA.A.1** Multiplication and Division in Word Problems **4.OA.A.2** Multiples and Factors **4.OA.B.4**		Lesson 6 Lesson 7 Lesson 8
NBT - Division	Multiplication and Division in Word Problems **4.OA.A.2**		Lesson 7
Fractions	**Not Measured this MP (N/A)**		

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Fourth Grade MP 2 Report Card	
Number and Shape Patterns **4.OA.C.5** (Problem Solving, Communication, Multiplication)	3 = Generates number or shape patterns that follow a given rule and can describe, analyze, and extend the patterns 2 = Inconsistently generates number or shape patterns that follow a given rule and can describe, analyze, and extend the patterns
Model and Solve Multi-Step Problems **4.OA.A.3** (Problem Solving, Communication, Addition, Subtraction, Multiplication, Division)	3 = Writes and solves equations for multi-step word problems using letters to represent unknown quantities and uses strategies to check for reasonableness of answers 2 = Inconsistently writes and solves equations for multi-step word problems using letters to represent unknown quantities and uses strategies to check for reasonableness of answers
Multiply by One-digit Numbers **4.NBT.B.5** (Problem Solving, Communication, Multiplication)	3 = Multiplies a whole number of up to four digits by a one-digit whole number 2 = Inconsistently multiplies a whole number of up to four digits by a one-digit whole number
Multiply by Two-Digit Numbers **4.NBT.B.5** (Problem Solving, Communication, Multiplication)	3 = Multiplies two two-digit numbers, using equations and models to explain thinking 2 = Inconsistently multiplies two two-digit numbers, using equations and models to explain thinking
Use Multiplication to Convert Measurement **4.MD.A.1** (Measurement/Data, Multiplication)	3 = Uses diagrams, tables and equations to illustrate the multiplicative relationship of measurement, and converts units from a larger to a small measurement unit 2 = Inconsistently uses diagrams, tables and equations to illustrate the multiplicative relationship of measurement, and converts units from a larger to a small measurement unit
Divide multi-Digit Numbers **4.NBT.B.6** (Place Value, Multiplication, Division)	3 = Is able to apply strategies to solve multi-digit division problems using place value, equations, and models to solve and explain thinking 2 = Inconsistently Is able to apply strategies to solve multi-digit division problems using place value, equations, and models to solve and explain thinking
FInd Perimeter and Area **4.MD.A.3** (Measurement/Data, Multiplication)	3 = Applies area and perimeter formulas for rectangles to solve problems 2 = Inconsistently applies area and perimeter formulas for rectangles to solve problems
Understand Equivalent Fractions **4.NF.A.1** (Problem Solving,Communication, Fractions)	3 = Uses models to represent, generate and explain equivalent fractions 2 = Inconsistently uses models to represent, generate and explain equivalent fractions

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Compare Fractions **4.NF.A.2** (Problem Solving,Communication, Fractions)	3 = Compares fractions with different numerators or denominators using symbols >, <, =, common denominators and benchmark fractions and justifies thinking by using visual fraction models 2 = Inconsistently compares fractions with different numerators or denominators using symbols >, <, =, common denominators and benchmark fractions and justifies thinking by using visual fraction models

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Fourth Grade: Marking Period 2			
Competencies	**Standard**		**Lesson**
Place Value	Divide multi-Digit Numbers **4.NBT.B.6**		Lesson 14 Lesson 15
Measurement/ Data	Use Multiplication to Convert Measurement **4.MD.A.1**	FInd Perimeter and Area **4.MD.A.3**	Lesson 13 Lesson 16
Problem Solving Strategies	Number and Shape Patterns **4.OA.C.5** Model and Solve Multi-Step Problems **4.OA.A.3** Multiply by One-digit Numbers **4.NBT.B.5**	Multiply by Two-Digit Numbers **4.NBT.B.5** Understand Equivalent Fractions **4.NF.A.1**	Lesson 9 Lesson 10 Lesson 11 Lesson 12
Mathematical Communication	Number and Shape Patterns **4.OA.C.5** Model and Solve Multi-Step Problems **4.OA.A.3** Multiply by One-digit Numbers **4.NBT.B.5**	Multiply by Two-Digit Numbers **4.NBT.B.5** Understand Equivalent Fractions **4.NF.A.1**	Lesson 9 Lesson 10 Lesson 11 Lesson 12
NBT - Addition	Model and Solve Multi-Step Problems **4.OA.A.3**		Lesson 10
NBT - Subtraction	Model and Solve Multi-Step Problems **4.OA.A.3**		Lesson 10
NBT - Multiplication	Number and Shape Patterns **4.OA.C.5** Model and Solve Multi-Step Problems **4.OA.A.3** Multiply by One-digit Numbers **4.NBT.B.5**	Multiply by Two-Digit Numbers **4.NBT.B.5** Use Multiplication to Convert Measurement **4.MD.A.1** Divide multi-Digit Numbers **4.NBT.B.6** FInd Perimeter and Area **4.MD.A.3**	Lesson 9 Lesson 10 Lesson 11 Lesson 12 Lesson 13 Lesson 14 Lesson 15 Lesson 16
NBT - Division	Model and Solve Multi-Step Problems **4.OA.A.3**	Divide multi-Digit Numbers **4.NBT.B.6**	Lesson 10 Lesson 14 Lesson 15
Fractions	Understand Equivalent Fractions **4.NF.A.1**	Compare Fractions **4.NF.A.2**	Lesson 17 Lesson 18

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Fourth Grade MP 3 Report Card	
Understand Fraction Addition and Subtraction **4.NF.B.3a** (Addition, Subtraction, Fractions)	3 = Demonstrates understanding of addition and subtraction of fractional parts with the same whole unit 2 = Inconsistently demonstrates understanding of addition and subtraction of fractional parts with the same whole unit
Add and Subtract Fractions **4.NF.B.3b** (Problem Solving, Addition, Subtraction, Fractions)	3 = Decomposes a fraction into a sum of fractions with the same denominator in more than one way, using visual models 2 = Inconsistently decomposes a fraction into a sum of fractions with the same denominator in more than one way, using visual models
Add and Subtract Mixed Numbers **4.NF.B.3c** (Problem Solving, Addition, Subtraction, Fractions)	3 = Adds and subtracts mixed numbers with like denominators 2 = Inconsistently adds and subtracts mixed numbers with like denominators
Add and Subtract Fractions **4.NF.B.3d** (Problem Solving, Addition, Subtraction, Fractions)	3 = Uses visual models and equations to solve word problems involving addition and subtraction of fractions with the same denominators 2 = Inconsistently uses visual models and equations to solve word problems involving addition and subtraction of fractions with the same denominators
Add and Subtract Fractions in Line Plots **4.MD.B.4** (Measurement/Data, Problem Solving, Addition, Subtraction, Fractions)	3 = Makes line plots to represent data given in fractional amounts (½, ¼, ⅛) and solves problems involving addition and subtraction of fractions by using information presented in line plots 2 = Inconsistently makes line plots to represent data given in fractional amounts (½, ¼, ⅛) and solves problems involving addition and subtraction of fractions by using information presented in line plots
Understand Fraction Multiplication **4.NF.B.4a, 4.NF.B.4b** (Multiplication, Fractions)	3 = Uses visual models and equations to represent multiplication of unit fractions with the same denominator 2 = Inconsistently uses visual models and equations to represent multiplication of unit fractions with the same denominator
Multiply Fractions by Whole Numbers **4.NF.B.4c** (Problem Solving, Communication, Multiplication, Fractions)	3 = Represents and solves word problems involving the multiplication of a fraction by a whole number 2 = Inconsistently represents and solves word problems involving the multiplication of a fraction by a whole number
Fractions as Tenths and Hundredths **4.NF.C.5** (Place Value, Multiplication, Division, Fractions)	3 = Expresses a faction with a denominator of 10 as an equivalent fraction with a denominator of 100 and explains the relationship between tenths and hundredths 2 = Inconsistently expresses a faction with a denominator of 10 as an equivalent fraction with a denominator of 100 and explains the relationship between tenths and hundredths
Relate Decimals and Fractions **4.NF.C.6** (Place Value, Multiplication,	3 = Writes fractions with denominators of 10 and 100 as decimals 2 = Inconsistently writes fractions with denominators of 10 and 100 as decimals

Fractions)	
Compare Decimals **4.NF.C.7** (Place Value, Multiplication, Fractions)	3 = Compares decimals to hundredths, using symbols (>, <, =) and place value strategies to reason about their size 2 = Inconsistently compares decimals to hundredths, using symbols (>, <, =) and place value strategies to reason about their size
Problems About Time and Money **4.MD.A.2** (Measurement/Data, Problem Solving, Addition, Subtraction, Multiplication, Division, Fractions)	3 = Uses diagrams and the four operations to solve word problems involving time and money with simple fractions and decimals 2 = Inconsistently uses diagrams and the four operations to solve word problems involving time and money with simple fractions and decimals
Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2** (Measurement/Data, Problem Solving, Communication, Addition, Subtraction, Multiplication, Division, Fractions)	3 = Uses diagrams and the four operations to solve word problems involving distances, liquid volumes and masses of objects with simple fractions and decimals 2 = Inconsistently uses diagrams and the four operations to solve word problems involving distances, liquid volumes and masses of objects with simple fractions and decimals

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Fourth Grade: Marking Period 3			
Competencies	**Standard**		**Lesson**
Place Value	Fractions as Tenths and Hundredths **4.NF.C.5**	Relate Decimals and Fractions **4.NF.C.6** Compare Decimals **4.NF.C.7**	Lesson 25 Lesson 26 Lesson 27
Measurement/ Data	Add and Subtract Fractions in Line Plots **4.MD.B.4** Problems About Time and Money **4.MD.A.2**	Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 22 Lesson 28 Lesson 29
Problem Solving Strategies	Add and Subtract Fractions **4.NF.B.3b** Add and Subtract Mixed Numbers **4.NF.B.3c** Add and Subtract Fractions **4.NF.B.3d** Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Add and Subtract Fractions in Line Plots **4.MD.B.4** Multiply Fractions by Whole Numbers **4.NF.B.4c** Problems About Time and Money **4.MD.A.2**	Lesson 20 Lesson 21 Lesson 22 Lesson 24 Lesson 28 Lesson 29
Mathematical Communication	Multiply Fractions by Whole Numbers **4.NF.B.4c**	Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 24 Lesson 29
NBT - Addition	Understand Fraction Addition and Subtraction **4.NF.B.3a** Add and Subtract Fractions **4.NF.B.3b** Problems About Time and Money **4.MD.A.2** Add and Subtract Mixed Numbers **4.NF.B.3c**	Add and Subtract Fractions **4.NF.B.3d** Add and Subtract Fractions in Line Plots **4.MD.B.4** Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 28 Lesson 29
NBT - Subtraction	Understand Fraction Addition and Subtraction **4.NF.B.3a** Add and Subtract Fractions **4.NF.B.3b** Add and Subtract Mixed Numbers **4.NF.B.3c**	Add and Subtract Fractions **4.NF.B.3d** Add and Subtract Fractions in Line Plots **4.MD.B.4** Problems About Time and Money **4.MD.A.2** Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 28 Lesson 29
NBT - Multiplication	Understand Fraction Multiplication **4.NF.B.4a, 4.NF.B.4b** Multiply Fractions by Whole Numbers **4.NF.B.4c** Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Fractions as Tenths and Hundredths **4.NF.C.5** Relate Decimals and Fractions **4.NF.C.6** Compare Decimals **4.NF.C.7** Problems About Time and Money **4.MD.A.2**	Lesson 19 Lesson 23 Lesson 24 Lesson 25 Lesson 26 Lesson 27 Lesson 28

			Lesson 29
NBT – Division	Fractions as Tenths and Hundredths **4.NF.C.5** Problems About Time and Money **4.MD.A.2**	Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 25 Lesson 28 Lesson 29
Fractions	Understand Fraction Addition and Subtraction **4.NF.B.3a** Add and Subtract Fractions **4.NF.B.3b** Add and Subtract Mixed Numbers **4.NF.B.3c** Add and Subtract Fractions **4.NF.B.3d** Compare Decimals **4.NF.C.7** Problems About Time and Money **4.MD.A.2** Add and Subtract Fractions in Line Plots **4.MD.B.4**	Understand Fraction Multiplication **4.NF.B.4a, 4.NF.B.4b** Multiply Fractions by Whole Numbers **4.NF.B.4c** Fractions as Tenths and Hundredths **4.NF.C.5** Relate Decimals and Fractions **4.NF.C.6** Problems about Length, Liquid, Volume, Mass, and Weight **4.MD.A.2**	Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26 Lesson 27 Lesson 28 Lesson 29

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Fourth Grade MP 4 Report Card	
Points, Lines, Rays, and Angles **4.G.A.1, 4.MD.C.5** (Measurement/Data, Problem Solving)	3 = Identifies, names and draws two-dimensional figures including points, line segments, lines, rays and angles (acute, obtuse, right) 2 = Inconsistently identifies, names and draws two-dimensional figures including points, line segments, lines, rays and angles (acute, obtuse, right)
Angles **4.MD.C.5, 4.MD.C.6** (Measurement/Data, Problem Solving)	3 = Recognizes angles as geometric shapes and understands concepts of angle measurement (using a protractor, one degree, n degrees) 2 = Inconsistently recognizes angles as geometric shapes and understands concepts of angle measurement (using a protractor, one degree, n degrees)
Add and Subtract with Angles **4.MD.C.7** (Place Value, Measurement/Data, Problem Solving, Addition, Subtraction)	3 = Recognizes that an angle measure can be composed and decomposed into smaller or larger parts, and uses addition and subtraction to solve problems about angle measures 2 = Inconsistently recognizes that an angle measure can be composed and decomposed into smaller or larger parts, and uses addition and subtraction to solve problems about angle measures
Classify Two-Dimensional Figures **4.G.A.2** (Measurement/Data, Communication)	3 = Classifies and sorts two-dimensional figures based on length of sides, parallel sides, perpendicular sides, or acute, obtuse, right angles 2 = Inconsistently classifies and sorts two-dimensional figures based on length of sides, parallel sides, perpendicular sides, or acute, obtuse, right angles
Symmetry **4.G.A.3** (Measurement/Data, Communication, Fractions)	3 = Recognizes and draws lines of symmetry for two-dimensional figures 2 = Inconsistently recognizes and draws lines of symmetry for two-dimensional figures

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Fourth Grade: Marking Period 4		
Competencies	**Standard**	**Lesson**
Place Value	Add and Subtract with Angles **4.MD.C.7**	Lesson 32
Measurement/ Data	Points, Lines, Rays, and Angles **4.G.A.1, 4.MD.C.5** Angles **4.MD.C.5, 4.MD.C.6** Add and Subtract with Angles **4.MD.C.7** Classify Two-Dimensional Figures **4.G.A.2** Symmetry **4.G.A.3**	Lesson 30 Lesson 31 Lesson 32 Lesson 33 Lesson 34
Problem Solving Strategies	Points, Lines, Rays, and Angles **4.G.A.1, 4.MD.C.5** Angles **4.MD.C.5, 4.MD.C.6** Add and Subtract with Angles **4.MD.C.7**	Lesson 30 Lesson 31 Lesson 32
Mathematical Communication	Classify Two-Dimensional Figures **4.G.A.2** Symmetry **4.G.A.3**	Lesson 33 Lesson 34
NBT - Addition	Add and Subtract with Angles **4.MD.C.7**	Lesson 32
NBT - Subtraction	Add and Subtract with Angles **4.MD.C.7**	Lesson 32
NBT - Multiplication	**Not Measured this MP (N/A)**	
NBT - Division	**Not Measured this MP (N/A)**	
Fractions	Symmetry **4.G.A.3**	Lesson 34

Fifth Grade Report Card Rubrics
Capital School District

3= Meets or Exceeds the Standard-Child can reliably demonstrate the expectation
2= Approaches the Standard-Child demonstrates the expectation inconsistently
1= Needs Reinforcement-Child cannot demonstrate the expectation at this time

English Language Arts (ELA)	First Marking Period	Second Marking Period	Third Marking Period	Fourth Marking Period
Reading				
Learns and applies phonics and word analysis skills when reading CCSS.ELA-Literacy RF4.3	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations	3= Decodes common word parts using: • *spelling patterns* • *syllable patterns* • *prefixes* • *suffixes* Reads multi-syllabic words in and out of context. 2= Inconsistently demonstrates the listed expectations
Reads with accuracy and fluency to support comprehension CCSS.ELA-Literacy RF4.4	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3=Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations	3= Reads with accuracy and fluency grade level text with purpose and understanding. Uses voice inflection and expression at a steady pace at an independent level. 2= Inconsistently demonstrates the listed expectations
Applies a variety of strategies to comprehend Informational Texts CCSS.ELA-Reading RI4.1, 4.2, 4.3,4.5, 4.6, 4.7, 4.8	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Explains how the author uses reasons and evidence to support particular points in a text. Refers to key details in a text when explaining what the text says explicitly and when drawing inferences from the text. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams,) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Explains how the author uses reasons and evidence to support particular points in a text. Refers to key details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Interprets information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams or time lines) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3= Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Describes the overall structural patterns found in informational text (e.g., cause/effect, problem/solution). Explains events, procedures, ideas or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text. Interprets information presented visually, orally or quantitatively (e.g. in charts, graphs, diagrams, time lines or animations) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations	3=Determines the main idea of a text and explains how it is supported by key details; summarizes the text. Describes the overall structural patterns found in informational text (e.g., cause/effect, problem/solution). Explains events, procedures, ideas or concepts in a historical, scientific, or technical texts, including what happened and why, based on specific information in the text. Interprets information presented visually and orally (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to understanding the text. 2= Inconsistently demonstrates the listed expectations

Reads with Understanding- CCSS.ELA-Reading RL and RI 4.1, 4.2, 4.3, 4.7, 4.9	Compares and contrasts information and/or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose. 2= Inconsistently demonstrates the listed expectations	Compares and contrasts information and/or point of view within and between texts. Explains similarities and differences between themes, plots, characters, or important points on the same topic in a written summary or report. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems. (e.g., verse, rhythm, meter) 2= Inconsistently demonstrates the listed expectations	Compares, contrasts, and draws conclusions about people, events, themes, characters, or information in texts. Interprets and evaluates texts to reflect and respond in a written summary or report. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text. 2= Inconsistently demonstrates the listed expectations	Compares and contrasts the point of view of which different stories are narrated including the difference between first and third person narrations. Describes in depth a character, setting or event in a story drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explains major differences between poems, drama, and prose and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, dialogue, stage directions) when writing or speaking about a text. 2= Inconsistently demonstrates the listed expectations
Demonstrates Understanding of Words (Vocabulary) CCSS.ELA-Reading RL.4.4, RI.4.4 L4.4, L4.5	3=Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3=Uses context to determine meaning of new words. Recognizes multiple meaning words. Learns and uses unfamiliar words that are introduced. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. 2= Inconsistently demonstrates the listed expectations	3= Uses context to determine meaning of new words. Learns and uses unfamiliar words that are introduced. Recognizes multiple meaning words and figurative language. Applies appropriate usage of antonyms and synonyms. Expands use of descriptive vocabulary. 2= Inconsistently demonstrates the listed expectations
Written Communication				
Engages in Collaborative Conversations CCSS.ELA-Speaking and Listening SL4.1, 4.3	3= Speaks so others can understand. Expresses ideas related to a discussion and takes turns in conversation. Comes to discussions prepared. 2= Inconsistently demonstrates the listed expectations	3= Respectfully contributes ideas related to the discussion, confirms others' thinking, and asks clarifying questions. Comes to discussions prepared, having read or studied required material. 2= Inconsistently demonstrates the listed expectations	3= Comes to discussions prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2=. Inconsistently demonstrates the listed expectations	3= Comes to discussions prepared, having read or studied required material. Stays focused on the topic in conversations and in front of a group. Gives reasons for ideas and opinions to support thinking. Follows discussion prompts and reflects on individual and group behaviors. 2= Inconsistently demonstrates the listed expectations
Text Types and Purposes CCSS.ELA-Writing W4.1, 3.2, 4.2, 4.4, 4.7	3= Uses writing strategies to generate ideas and convey a message. Writes well-developed paragraphs that are informative, opinion-based, or narrative and that focus on a story or topic.	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)	3= Writes paragraphs that are on topic with main ideas that include supporting details. Writing is clear and coherent with a beginning, middle, and ending. (e.g. inviting introduction, satisfying conclusion, and/or thoughtful transitions)

	Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log or writing journal. Conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas and develops experiences and events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses a learning log and writing journals and conducts short research projects about a topic Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas, concrete details, quotations, examples or events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/ or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations	Organizational structure of the writing conveys ideas, concrete details, quotations, examples or events that are logically organized. Writes for a variety of purposes and audiences. Describes events and/or characters, provides information, tells stories, and responds to literature. • *Informative* • *Opinion* • *Narrative* Effectively uses learning logs and journals across content areas and conducts short research projects about a topic. Takes notes and categorizes information. 2= Inconsistently demonstrates the listed expectations
Writing Skills and Conventions CCSS.ELA-Language L4.2	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations	3= Rereads writing and edits for capitalization, punctuation, and grammar before submission. 2= Inconsistently demonstrates the listed expectations
Spelling Strategies CCSS.ELA-Language L4.2e, 4.2f, 4.2g	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Spells correctly high frequency words and applies spelling strategies for words that follow consistent spelling patterns in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations	3= Demonstrates mastery of previously learned words by applying spelling strategies in writing. Rereads writing and edits spelling of previously learned words. Uses resources to check spelling. (Charts, books, glossary, dictionary) 2= Inconsistently demonstrates the listed expectations
Spells assigned Weekly Words CCSS.ELA-Language L4.2e, 4.2f, 4.2g	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations	3= Applies spelling strategies for words on spelling tests or weekly assigned words. 2= Inconsistently demonstrates the listed expectations

CAPITAL SCHOOL DISTRICT

Fifth Grade

2025

Competencies Addressed Each Marking Period

The competencies listed below, are concepts/standards taught during the marking period. Use this tool to assist you with measuring student mastery toward the identified report card competencies. The standards aligned with each competency are listed for you to use as you enter assignments into the gradebook. Competencies not checked will be marked **N/A** as they are not taught during that marking period.

Competencies	Marking Period 1	Marking Period 2	Marking Period 3	Marking Period 4
Operations & Algebraic Thinking	***N/A***	***N/A***	***N/A***	✓
NBT – Operations	✓	✓	✓	***N/A***
NBT - Place Value	✓	✓	✓	***N/A***
Numbers & Operations - Fractions	***N/A***	✓	✓	***N/A***
Measurement/Data	✓	***N/A***	***N/A***	✓
Geometry	***N/A***	***N/A***	***N/A***	✓
Problem Solving Strategies	✓			
Mathematical Communication	✓	✓	✓	✓

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Fifth Grade MP 1 Report Card	
Volume **5.MD.C.3** (Measurement/Data, Problem Solving Strategies)	3 = Demonstrates understanding that volume as an attribute of solid figures and cubic measurement is used to find the space inside 2 = Inconsistently demonstrates understanding that volume as an attribute of solid figures and cubic measurement is used to find the space inside
Find Volume **5.MD.C.4** **5.MD.C.5.a** (Measurement/Data, Problem Solving Strategies)	3 = Uses strategies to find volume of rectangular prisms with various cubic units 2 = Inconsistently uses strategies to find volume of rectangular prisms with various cubic units
Volume & Formulas **5.MD.C.5.a** **5.MD.C.5.b** **5.MD.C.5.c** (Measurement/Data, Mathematical Communication)	3 = Recognize and explain how formulas are used to find volume of solid figures 2 = Inconsistently recognize and explain how formulas are used to find volume of solid figures
Multiply Multi-Digit Numbers **5.NBT.B.5** (NBT-Operations)	3 = Applies place value understanding and strategies to find products of multi-digit numbers 2 = Inconsistently applies place value understanding and strategies to find products of multi-digit numbers
Divide Multi-Digit Numbers **5.NBT.B.6** (NBT-Operations)	3 = Applies place value understanding and strategies to find quotients of multi-digit numbers 2 = Inconsistently applies place value understanding and strategies to find quotients of multi-digit numbers
Decimal Place Value **5.NBT.A.1** (NBT-PlaceValue, Problem Solving Strategies)	3 = Demonstrates understanding that in multi-digit numbers, a digit in one place represents 10 times the value as the digit to its right, and 1 tenth of the value of the digit to its left 2 = Inconsistently demonstrates understanding that in multi-digit numbers, a digit in one place represents 10 times the value as the digit to its right, and 1 tenth of the value of the digit to its left
Understand Powers of 10 **5.NBT.A.2** (NBT-PlaceValue, Problem Solving Strategies)	3 = Explains the relationship and patterns between the values of numbers when multiplying or dividing by powers of 10 2 = Inconsistently explains the relationship and patterns between the values of numbers when multiplying or dividing by powers of 10

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Fifth Grade: Marking Period 1		
Competencies	**Standard**	**Lesson**
Measurement/Data	Understand Volume **5.MD.C.3a** **5.MD.C.3b** Find Volume **5.MD.C.4** **5.MD.C.5a**	Lesson 1 Lesson 2 Lesson 3
NBT - Operations	Multiply Multi-Digit Numbers **5.NBT.B.5** Divide Multi-Digit Numbers **5.NBT.B.6**	Lesson 4 Lesson 5
NBT - Place Value	Understand Decimal Place Value **5.NBT.A.1** Understand Powers of 10 **5.NBT.A.2**	Lesson 6 Lesson 7
Mathematical Communication	Find Volume Using Formulas **5.MD.C.5** **5.MD.C.5a** **5.MD.C.5b** **5.MD.C.5c**	Lesson 3 MIA Unit 1
Problem Solving Strategies	Understand Volume **5.NBT.B.5** **5.NBT.B.6** Find Volume **5.MD.C.5a** Understand Decimal Place Value **5.NBT.A.1** Understand Powers of 10 **5.NBT.A.2**	Lesson 1 Lesson 2 MIA Unit 1 Lesson 6 Lesson 7
Operations & Algebraic Thinking	**Not Measured this MP (N/A)**	
Geometry	**Not Measured this MP (N/A)**	
Numbers & Operations - Fractions	**Not Measured this MP (N/A)**	

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Fifth Grade MP 2 Report Card	
Read & Write Decimals **5.NBT.A.3** (Place Value)	3 = Reads and writes decimals to thousandths using a variety of representations 2 = Inconsistently reads, writes, and compares decimals to thousandths in a variety of representations
Compare & Round Decimals **5.NBT.A.3.b, 5.NBT.A.4** (Place Value, Problem Solving Strategies)	3 = Compares and rounds decimals to the thousandths using <, >, and = 2 = Inconsistently compares and rounds decimals to the thousandths using <, >, and =
Add Decimals **5.NBT.B.7** (Place Value)	3 = Adds decimals to hundredths, using concrete models, drawing and strategies based on place value and explains reasoning 2 = Inconsistently adds decimals to hundredths, using concrete models, drawing and strategies based on place value and explains reasoning
Subtract Decimals **5.NBT.B.7** (Place Value)	3 = Adds and subtracts decimals to hundredths, using concrete models, drawing and strategies based on place value and explains reasoning 2 = Inconsistently adds and subtracts decimals to hundredths, using concrete models, drawing and strategies based on place value and explains reasoning
Add Fractions **5.NF.A.1** **5.NF.A.2** (Numbers Operations - Fractions, Communication)	3 = Solves fraction word problems and adds fractions with mixed numbers and unlike denominators to find sums using visual models or equations to represent the problem 2 = Inconsistently solves fraction word problems and adds fractions with mixed numbers and unlike denominators to find sums using visual models or equations to represent the problem
Subtract Fractions **5.NF.A.1** **5.NF.A.2** (Numbers Operations - Fractions)	3 = Solves fraction word problems and subtracts fractions with mixed numbers and unlike denominators to find differences using visual models or equations to represent the problem 2 = Inconsistently solves fraction word problems and fractions fractions with mixed numbers and unlike denominators to find differences using visual models or equations to represent the problem
Add Subtract Word Problems **5.NF.A.2** (Numbers Operations - Fractions, Problem Solving)	3 = Applies strategies based on place value and estimation to solve problems involving adding and subtracting of fractions and decimals 2 = Inconsistently applies strategies based on place value and estimation to solve problems involving adding and subtracting of fractions and decimals
Multiply Decimals by Whole Numbers **5.NBT.B.7** (NBT-Operations)	3 = Uses concrete models, drawings and place value reasoning to multiply decimals by whole numbers to the hundredths and explains reasoning 2 = Inconsistently uses concrete models, drawings and place value reasoning to multiply decimals by whole numbers to the hundredths and explains reasoning
Multiply Decimals **5.NBT.B.7** (NBT-Operations)	3 = Uses concrete models, drawings, properties of operations and place value relationships to multiply decimals to the hundredths and explains reasoning 2 = Inconsistently uses concrete models, drawings, properties of operations and place value relationships to multiply decimals to the hundredths and explains reasoning

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Fifth Grade: Marking Period 2			
Competencies	**Standard**		**Lesson**
NBT - Operations	Add and Subtract in Word Problems **5.NBT.B.7**	Multiply a Decimal by a Whole Number **5.NBT.B.7** Multiply Decimals **5.NBT.B.7**	Lesson 14 Lesson 15 Lesson 16
NBT - Place Value	Read and Write Decimals **5.NBT.A.3** Compare and Round Decimals **5.NBT.A.3.b** **5.NBT.A.4**	Add Decimals **5.NBT.B.7** Subtract Decimals **5.NBT.B.7**	Lesson 8 Lesson 9 Lesson 10 Lesson 11
Numbers & Operations - Fractions	Add Fractions **5.NF.A.1** **5.NF.A.2** Subtract Fractions **5.NF.A.1** **5.NF.A.2**	Add and Subtract in Word Problems **5.NF.A.2**	Lesson 12 Lesson 13 Lesson 14
Mathematical Communication	Add and Subtract in Word Problems **5.NF.A.2**		Lesson 14
Problem Solving Strategies	Compare and Round Decimals **5.NBT.A.3.b** **5.NBT.A.4** Add Fractions **5.NF.A.1** **5.NF.A.2**		Lesson 9 Unit 2 MIA Lesson 12
Operations & Algebraic Thinking	**Not Measured this MP (N/A)**		
Geometry	**Not Measured this MP (N/A)**		
Measurement/Data	**Not Measured this MP (N/A)**		

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Fifth Grade MP 3 Report Card	
Divide Decimals **5.NBT.B.7** (NBT-Operations, NBT-Place Value)	3 = Uses concrete models, drawings, properties of operations and place value relationships to divide decimals to the hundredths and explains reasoning 2 = Inconsistently uses concrete models, drawings, properties of operations and place value relationships to divide decimals to the hundredths and explains reasoning
Fractions as Division **5.NF.B.3** (Numbers Operations-Fractions, Problem Solving)	3 = Uses visual models to understand a fraction as a way to represent division where the numerator is divided by the denominator in word problems 2 = Inconsistently uses visual models to understand a fraction as a way to represent division where the numerator is divided by the denominator in word problems
Multiply by Fractions **5.NF.B.4a** (Numbers Operations-Fractions, Problem Solving)	3 =Explains how visual models are used to represent multiplying whole numbers and fractions by fractions and interprets products 2 =Inconsistently explains how visual models are used to represent multiplying whole numbers and fractions by fractions and interprets products
Multiply Fractions to find Area **5.NF.B.4b** (Numbers Operations-Fractions, Communication)	3 = Applies understanding of multiplication to multiply a whole number or fraction by a fraction to find area 2 = Inconsistently applies understanding of multiplication to multiply a whole number or fraction by a fraction to find area
Multiplication as Scaling **5.NF.B.5a** (Number Operations-Fractions)	3 = Understands a multiplication expression as a quantity and a scaling factor, which is the size of one factor on the basis of the size of the other factor used to compare size of the product 2 = Inconsistently understands a multiplication expression as a quantity and a scaling factor, which is the size of one factor on the basis of the size of the other factor used to compare size of the product
Multiplication as Scaling **5.NF.B.5b** (Number Operations-Fractions)	3 = Explains the relationship between multiplying a number by a fraction greater than 1 results in a product greater than the given number, and multiplying a number by a fraction less than 1 results in a product smaller than the given number 2 = Inconsistently explains the relationship between multiplying a number by a fraction greater than 1 results in a product greater than the given number, and multiplying a number by a fraction less than 1 results in a product smaller than the given number
Multiply Fractions in Word Problems **5.NF.B.6** (Number Operations-Fractions, Problem Solving)	3 = Uses visual fraction models or equations to represent real world problems involving multiplication of fractions and mixed numbers 2 = Inconsistently uses visual fraction models or equations to represent real world problems involving multiplication of fractions and mixed numbers
Division and Unit Fractions **5.NF.B.7a** (Number Operations-Fractions, Problem Solving)	3 = Uses area models, bar models, fraction models and number lines to conceptually understand dividing with whole numbers and unit fractions 2 = Inconsistently uses area models, bar models, fraction models and number lines to conceptually understand dividing with whole numbers and unit fractions

Divide Unit Fractions in Word Problems **4.NF.C.6** (Number Operations-Fractions, Communications)	3 = Uses models to make sense of division with unit fractions and the inverse relationship between multiplication and division to solve word problems 2 = Inconsistently uses models to make sense of division with unit fractions and the inverse relationship between multiplication and division to solve word problems

Fifth Grade: Marking Period 3			
Competencies	**Standard**		**Lesson**
NBT - Operations	Divide Decimals **5.NBT.B.7**		Lesson 17
NBT - Place Value	Divide Decimals **5.NBT.B.7**		Lesson 17
Numbers & Operations - Fractions	Fractions as Division **5.NF.B.3** Understand Multiplication by a Fraction **5.NF.B.4** Multiply Fractions to Find Area **5.NF.B.4** Multiply Fractions to Find Area **5.NF.B.5.a** **5.NF.B.5.b**	Multiply Fractions in Word Problems **5.NF.B.6** Understand Division with Unit Fractions **5.NF.B.7.a** **5.NF.B.7.b** Divide Word Problems in Fractions **5.NF.B.7.c**	Lesson 18 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24
Mathematical Communication	Multiply Fractions to Find Area **5.NF.B.4**	Divide Word Problems in Fractions **5.NF.B.7.c**	Lesson 20 Lesson 24 Unit 3 MIA
Problem Solving Strategies	Fractions as Division **5.NF.B.3** Understand Multiplication by a Fraction **5.NF.B.4**	Multiply Fractions in Word Problems **5.NF.B.6** Understand Division with Unit Fractions **5.NF.B.7.a** **5.NF.B.7.b**	Lesson 18 Lesson 19 Lesson 22 Lesson 23 Unit 3 MIA
Operations & Algebraic Thinking	**Not Measured this MP (N/A)**		
Geometry	**Not Measured this MP (N/A)**		
Measurement/Data	**Not Measured this MP (N/A)**		

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Fifth Grade MP 4 Report Card	
Convert Measurement Units **5.MD.A.1** (Measurement/Data)	3 = Uses multiplication and division concepts with whole numbers, fractions and decimals to reason about sizes of measurement units and conversions from one unit to another 2 = Inconsistently uses multiplication and division concepts with whole numbers, fractions and decimals to reason about sizes of measurement units and conversions from one unit to another
Word Problems with Measurement Conversion **5.MS.A.1** (Measurement/Data, Problem Solving, Communication)	3 = Applies understanding of converting measurement units to multi-step word problems with length, mass, weight, capacity, and time 2 = Inconsistently applies understanding of converting measurement units to multi-step word problems with length, mass, weight, capacity, and time
Line Plots and Interpret Data **5.MD.B.2** (Measurement/Data)	3 = Solves problems and represents data using line plots expressed in fractions of unit with unlike denominators 2 = Inconsistently solves problems and represents data using line plots expressed in fractions of unit with unlike denominators
Understand Two-Dimensional Figures **5.G.B.3** (Geometry)	3 = Understands that attributes belonging to two-dimensional figures can overlap in subcategories using diagrams and visual models 2 = Inconsistently understands that attributes belonging to two-dimensional figures can overlap in subcategories using diagrams and visual models
Classify Two-Dimensional Figures **5.G.B.4** (Geometry)	3 = Uses properties of two-dimensional figures to classify them in a Venn diagram or tree diagram to show the relationship among categories 2 = Inconsistently uses properties of two-dimensional figures to classify them in a Venn diagram or tree diagram to show the relationship among categories
Expressions **5.OA.A.1** **5.OA.A.2** (Operations and Algebraic Thinking, Communication)	3 = Uses grouping symbols to evaluate, write, and interpret expressions using the four operations 2 = Inconsistently uses grouping symbols to evaluate, write, and interpret expressions using the four operations
Coordinate Planes **5.G.A.1** (Geometry)	3 = Identifies and graphs coordinates, or ordered pairs of numbers, for locations of a point graphed in the coordinate plane 2 = Inconsistently identifies and graphs coordinates, or ordered pairs of numbers, for locations of a point graphed in the coordinate plane
Represent Problems in Coordinate Planes **5.G.A.2** (Geometry, Problem Solving)	3 = Uses coordinate planes to solve problems involving horizontal and vertical distances between two points and graphs that show the relationships between two real-world quantities 2 = Inconsistently uses coordinate planes to solve problems involving horizontal and vertical distances between two points and graphs that show the relationships between two real-world quantities
Patterns & Relationships **5.OA.B.3**	3 = Analyzes numerical patterns and describes the relationship between corresponding terms of two different numerical patterns on the

(Operations and Algebraic Thinking)	coordinate plane 2 = Analyzes numerical patterns and describes the relationship between corresponding terms of two different numerical patterns on the coordinate plane

Fifth Grade: Marking Period 4		
Competencies	**Standard**	**Lesson**
Operations & Algebraic Thinking	Evaluate, Write and Interpret Expressions **5.OA.A.1** **5.OA.A.2** Analyze Patterns and Relationships **5.OA.B.3**	Lesson 30 Lesson 33
Mathematical Communication	Solve Word Problems Involving Conversions **5.MD.A.1** Understand Categories of Two-Dimensional Figures **5.G.B.3** Evaluate, Write and Interpret Expressions **5.OA.A.1** **5.OA.A.2**	Lesson 26 Lesson 28 Lesson 30
Problem Solving Strategies	Solve Word Problems Involving Conversions **5.MD.A.1** Represent Problems in the Coordinate Plane **5.G.A.2**	Lesson 26 Unit 4 MIA Lesson 32
Geometry	Understand Categories of Two-Dimensional Figures **5.G.B.3** Classify Two-Dimensional Figures **5.G.B.4** Understand the Coordinate Plane **5.G.A.1** Represent Problems in the Coordinate Plane **5.G.A.2**	Lesson 28 Lesson 29 Lesson 31 Lesson 32
Measurement/Data	Convert Measurement Units **5.MD.A.1** Solve Word Problems Involving Conversions **5.MD.A.1** Make Line Plots and Interpret Data **5.MD.B.2**	Lesson 25 Lesson 26 Lesson 27
NBT - Operations	**Not Measured this MP (N/A)**	
NBT - Place Value	**Not Measured this MP (N/A)**	
Numbers and Operations - Fractions	**Not Measured this MP (N/A)**	

Hartly Elementary
21st Century Student Handbook
2026-2027



Dear 21st Century Students, Parents, & Families:

Welcome to the 21st-century Hartly Elementary School. There are so many benefits and opportunities for the students and families who are enrolled in the 21st Century. The Student Learning & Achievement Matters program is in year 4 of a 5-year grant. With this grant, we have many new exciting programs and services to offer to parents, students and community members.

There are three (3) main goals of this program. We strive to achieve these goals with every student who is enrolled.

- Academic Achievement
- Increase School Connectedness (for students and their families, too!)
- Preparing Students to become Productive Adults

We provide many different opportunities throughout the school year for students and families to reach these goals, including:

- Academic Centers
- Recreation / Social Clubs
- Field Trips
- Career Insights
- Parent & Community Workshops
- Family Social Events

We hope that students take advantage of all that 21st Century provides with motivation, hope, and excitement for their future. Please be sure to contact the 21st-century coordinator with any questions or concerns as soon as they arise.

21st century coordinator email address is Antwanique.Roussaw@capital.k12.de.us or you may call the school and ask for Antwanique Roussaw, 21st Century Site Coordinator.

Calendar Glimpse

Monday-Thursday

Sept 21– June 3

3:35 p.m.- 5:30 p.m.

Friday Program Dates

TBD

****

The program will NOT meet on the following days:

November 23th– Nov 27th
December 21nd - Jan 1st
March 26th -April 1st

Orientation

The student enrolling and one guardian are required to meet with the 21st Century Site Coordinator before starting the program to review policies and procedures. Once an application form is complete, a staff member will schedule an interview/orientation time and date.

Daily Schedule

3:35 Student Dismissal to our 21st-century location

3:35-3:50

- Snack provided by the Capital School District Child Nutrition

3:50-5:30

- Academic Support
- Recreational & Social Activities (for students in good academic standing)
- Academic Enrichment (students who need to improve in Math or English)

5:35

- Buses leave promptly from Hartly Elementary

Attendance

Each student is registered for four (4) days per week. Students are expected to attend 21st Century consistently. There will be a waiting list for students registering once the program is filled. **If a student is absent from 21st Century for 3 days consistently they will be removed from the active list and their spot will be given to a student on the waiting list.** Students who wish to reactivate will have to wait until the next opening becomes available.

Early pick-ups will accrue at the rate of 2 early pick-ups = 1 absence.

An early pick-up is defined as a student being picked up before 5:10 pm. If a student is picked up before 5:10 pm, they are losing valuable enrichment time.

Being Prepared

Students are expected to bring their homework, writing utensils, and any other items necessary for them to complete their homework assignments EVERY DAY. Students will be responsible for bringing their homework each and EVERY DAY. Your student may have more homework than he/she is able to complete in the program. We will only allocate 30 minutes of program time for homework help daily. It is your responsibility as a parent to double-check to ensure their homework is completed.

Discipline / Expectation of Students

Students are expected to follow the Capital School District Student Success Guide at all times. Leaving campus once signed into 21st Century is strictly prohibited. Students must in the cafeteria for a snack by approximately 3:35 pm. Students who have an infraction during program hours will meet with the Coordinator. An intervention plan will be put in place. Repeated infractions may lead to probation or dismissal.

1st incident = Warning & Parent Phone Call

2nd incident = Loss of 21st program for 1 Day

3rd incident = Loss of 21st program for 1 week

4th incident = Loss of program for the rest of the Block.

Cell Phone Use

Students are not permitted to use cell phones for calling, texting or listening to music during the program hours (3:15 p.m.—5:30 pm). Should an emergency arise, permission from the classroom supervisor is required.
Buses

Bus Transportation

Bus transportation will not drop off the students at his/her normal bus stop. The drops available for the 5:35 bus are in general areas/communities. Commitment and participation in the 21st Century Program is required for a student to receive transportation. If a student does not attend the program he/she will not receive a bus privilege, and private transportation will need to be arranged.

Students are also responsible for their behavior on the bus. If the bus driver feels that a student is not being safe then they will receive a write–up. Students must remain in their assigned seats, keep their hands to themselves and, listen to the bus driver commands.

1st Bus incident = Warning & Parent Phone Call

2nd Bus incident = Loss of Bus Privilege for 1 Day

3rd Bus incident = Loss of Bus Privilege for 1 week

4th Bus incident = Loss of Bus Privilege for the rest of the Block.