Reading

- **Foundational Skills**
  - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Know and apply grade-level phonics and word analysis skills in decoding words
  - Recognize and read grade-appropriate irregularly spelled words (high-frequency words)
  - Reads with grade level accuracy
- **Comprehension**
  - Ask and answer questions when given a text
  - Identify characters and setting of a text
  - Identify the key details/main idea of a text
  - Retell stories using accurate sequencing(beginning, middle, end)

Writing

- **Speaking and Listening**
  - Participate in collaborative conversations about a topic
  - Ask and answer questions in order to seek help and get information or clarify something that is not understood.
  - Express thoughts, ideas, and feelings clearly.
- **Writing / Language**
  - Use conventions of Standard English grammar (capitalization, punctuation, spacing)
  - Use a combination of drawing and writing to compose a writing piece (narrative, opinion, informative)
  - Develop and organize an idea/topic
  - Spell words phonetically drawing on knowledge of sound-letter relationships.

Mathematics

- **Number and Operations in Base Ten**
  - Count to 120 using grade level sequences (1s, 2s, 5s, 10s)
  - Compare quantities as greater than, less than, equal to
  - Identify, write and represent numbers to 120
  - Understands the place value of two-digit numbers
  - Add within 100 using place value
- **Operations and Algebraic Thinking**
  - Fluently add within 10
  - Fluently subtract within 10
  - Use strategies to add and subtract within 20

    - Use strategies to solve word problems within 20
- **Geometry**
    - Compare and contrast 2 and 3-dimensional shapes
    - Partition 2 dimensional shapes into halves and quarters
- **Measurement and Data**
    - Measure objects using non-standard units
    - Order and/or compare objects by length
    - Tell and write time in hours and half hours
    - Organize and understand graphed data

Independent Learner:

- Organize self and materials
- Use time wisely to produce quality work
- Complete assigned work in a timely manner
- Use strategies to solve problems
- Use technology effectively
- Seek help or resources when needed

Respectful Learner:

- Respect other people's rights, feelings, and property
- Listen attentively and follow directions
- Accept responsibility for own behavior
- Exercise self-control
- Follow school and classroom expectations

Best practices

- Read at home for 20 minutes each night
- Practice math facts regularly
- Attend school regularly and arrive on time
- Come to school prepared to learn
- Come to school prepared to learn

WRITING - SPEAKING & LISTENING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Particpate in collaborative conversations around a topic	Your child is a discussion leader! They don't just participate; they help the conversation grow. They invite others to share, connect their own ideas to what friends are saying, and keep the whole group focused and engaged on the topic.	Your child successfully meets the goal. They are a great conversation partner who follows classroom rules like taking turns and listening. They stay on topic and make relevant comments when it is their turn to speak.	Your child is very close to the goal. They know how to participate, but they sometimes need a gentle reminder to wait for their turn or stay focused on the topic we are discussing.	Your child is just starting to learn this skill. They need a lot of adult help to remember to listen to others, take turns, or stay on the right topic during our class discussions.	No evidence obtained
Ask and answer question in order to seek help and get information or clarify sometihng that is not understood	Your child is a curious investigator! They don't just ask for help; they ask thoughtful questions that show they are thinking deeply. They can connect what they are learning to other things they know, and they naturally want to understand the "why" behind the answers.	Your child successfully meets the goal. When they are confused or need to know something, they speak up and ask a clear, direct question. They are also ready and able to answer questions when a teacher or friend asks them.	Your child is very close to the goal. They know when they need help, but they often need a teacher to help them find the right words to ask their question or explain what is confusing them.	Your child is just starting to learn this skill. They need a lot of teacher support, modeling, and direct encouragement to speak up when they are stuck and to ask for assistance.	No evidence obtained

WRITING - SPEAKING & LISTENING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Express thoughts, ideas, and feelings clearly	Your child is a fantastic storyteller and communicator! They share their thoughts with amazing detail and clear words. They know how to express complicated feelings and ideas in a way that is easy for everyone to follow and understand.	Your child successfully meets the goal. They are able to tell a story or explain what they are thinking using clear, complete sentences. You can easily understand the points they are trying to make.	Your child is very close to the goal. They are learning to share their ideas, but they sometimes leave out important details or struggle to put their thoughts in order. They might need a little help to explain what they mean more clearly.	Your child is just starting to learn this skill. They often need teacher support and specific questions to help them get their ideas out into words. They are practicing turning their feelings into clear sentences.	No evidence obtained

WRITING - LANGUAGE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Use conventions of Standard English grammar	Your child is a conventions expert! They write multiple sentences with perfect spacing and punctuation. They are even beginning to use advanced punctuation like commas and exclamation points correctly to change the tone of their writing.	Your child successfully meets the goal. They independently write readable sentences by starting with a capital letter, leaving clear spaces between words, and choosing the right ending punctuation mark.	Your child is very close to the goal. They are trying hard to use spaces and punctuation, but they still miss capital letters or ending marks sometimes and need a quick reminder checklist to fix them.	Your child is just starting to learn this skill. They need lots of teacher support, physical tracking tools (like a spacing stick), and guided practice to separate their words and add punctuation.	No evidence obtained
Use a combination of drawing and writing to compose a writing piece	Your child is a master storyteller and illustrator! They write detailed stories or explanations where the picture and the words work together perfectly. They add extra details to their drawings, like labels or speech bubbles, to make their ideas even clearer.	Your child successfully meets the goal. They write complete sentences and draw matching pictures to share a story, an opinion, or information. The drawing and writing fit together beautifully to tell a full idea.	Your child is very close to the goal. They draw wonderful pictures and write some letters or short phrases, but they sometimes need help turning those ideas into full sentences that match their art.	Your child is just starting to learn this skill. They love to tell stories through drawings, and they are practicing how to add letters and words to their page with teacher help to share their message.	No evidence obtained
Develop and organize an idea / topic	Your child is a master organizer! They can pick a topic, stay perfectly focused on it, and give lots of interesting details. They even add a clear introduction and a neat closing sentence to finish their piece beautifully.	Your child successfully meets the goal. They can choose a topic and stick to it from start to finish. Their writing makes sense because it has a clear beginning, middle, and end with nice details.	Your child is very close to the goal. They have great ideas, but their thoughts sometimes get a little mixed up or jump around on the page. They need a little help or a planning map to organize their ideas in order.	Your child is just starting to learn this skill. They have trouble picking one topic and staying on it. They need lots of teacher support, talking time, and guided modeling to help them write more than one connected thought.	No evidence obtained

WRITING - LANGUAGE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Spell words phonetically drawing on knowledge of sound-letter relationships	Your child is an amazing word builder! They use their knowledge of tricky letter combinations, like blend sounds and vowel teams, to spell big words. They even remember hidden spelling rules when writing new, long words completely on their own.	Your child successfully meets the goal. They stretch out words and write a letter for every single sound they hear from the beginning, middle, to the end. Their phonetic spelling makes it easy for anyone to read their writing.	Your child is very close to the goal. They are great at finding the first and last sounds of a word, but they still drop or mix up the middle sounds (like vowels). They just need a quick sound chart or a gentle reminder to hear the middle.	Your child is just starting to learn this skill. They know that letters make sounds and might write the very first letter of a word, but they need lots of teacher help, sound games, and modeling to hear and write the rest of the word.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Your child is a spoken-word wizard! They can play advanced sound games entirely by ear. If I ask them to change or drop a tricky sound in a long word, they can instantly say the new word without needing to look at letters.	Your child successfully meets the goal. They can easily play sound games out loud. They can clap out word parts (syllables), smash separate sounds together to make a word, and stretch a word out to say every individual sound they hear.	Your child is very close to the goal. They are great at blending sounds together to hear a word, but they find it tricky to pull a word apart or find that sneaky middle sound. They do best when they can use a tool like counting blocks or hand movements.	Your child is just starting to learn this skill. They are working on hearing the rhythm of words. They need lots of teacher support, rhythmic rhyming games, and visual clues to help them hear when a word is broken into parts or sounds.	No evidence obtained
Know and apply grade-level phonics and word analysis skills in decoding words	Your child is a phonics powerhouse! They read advanced words by quickly spotting hidden syllable patterns, vowel teams, and word endings (like -ed, -ing, or -est). They automatically sound out long, unfamiliar words completely on their own.	Your child successfully meets the goal. They read on-grade-level books smoothly because they know their letter sounds, blends, digraphs, and long vowel patterns (like silent -e). They can accurately read common sight words and standard word endings.	Your child is very close to the goal. They are excellent at sounding out simple, short-vowel words (like *cat* or *hop*), but they still get tripped up or start guessing when they see blends, digraphs, or long vowels. They do best with a phonics helper chart.	Your child is just starting to learn this skill. They are working on matching letters to their right sounds and blending those sounds together to read short words. They need lots of teacher support, flashcards, and hands-on letter games.	No evidence obtained

READING - FOUNDATIONAL SKILLS

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and read grade-appropriate irregularly spelled words	Your child is a sight word champion! They read all first-grade tricky words instantly without pausing. They are even beginning to memorize and read advanced, upper-grade trick words when reading long books.	Your child successfully meets the goal. They have memorized the "trick words" that cannot be sounded out normally. They read these common words quickly and correctly when looking at flashcards or reading books.	Your child is very close to the goal. They know many of their sight words when looking at them one by one on flashcards, but they still get confused or try to sound them out when they see them inside a full sentence.	Your child is just starting to learn this skill. They are working on remembering what these common words look like. They need lots of teacher support, matching games, and visual helpers to learn their first sight words.	No evidence obtained
Reads with grade level accuracy	Your child is an incredibly accurate reader! They read advanced books above the first-grade level with almost zero mistakes. If they do misread a word, they catch it and fix it instantly all by themselves.	Your child successfully meets the goal. They read first-grade books accurately, making very few mistakes. They listen to their own reading and notice when a word doesn't make sense, stopping to fix it.	Your child is very close to the goal. They can read many words correctly, but they make enough mistakes to skip or mix up the meaning of the story. They need a teacher's prompt to stop and look closer at a misread word.	Your child is just starting to learn this skill. They struggle to read first-grade sentences accurately and often guess words based only on the pictures. They need lots of teacher support and guided practice to read lines correctly.	No evidence obtained

READING - COMPREHENSION

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Ask and answer questions when given a text	Your child is a reading detective! They do not just remember the facts in a book; they think deeply about why things happen. They ask smart questions about the characters and find hidden clues in the story to prove their answers.	Your child successfully meets the goal. After reading a book, they can easily answer questions about who was in the story, where it happened, and what went wrong. They can also ask their own questions about the facts in the book.	Your child is very close to the goal. They can answer questions about a book if I give them a choice or point to the picture, but they find it hard to think of their own questions. They also tend to guess instead of looking back at the words.	Your child is just starting to learn this skill. They have trouble remembering what we just read, even when looking at the pictures. They need lots of teacher support, storytelling games, and reminders to talk about the book.	No evidence obtained
Identify characters and setting of a text	Your child is an advanced text analyzer! They do not just name the characters and where they are; they think deeply about why the setting matters to the story and how characters change or react to problems.	Your child successfully meets the goal. They can easily tell you exactly who the characters are in a book and identify the setting (where and when the story happens) by pointing directly to the pictures or matching words.	Your child is very close to the goal. They can tell me who the main character is if I ask, but they sometimes have trouble naming the setting or noticing other important characters in the book without a gentle reminder.	Your child is just starting to learn this skill. They are working on understanding the difference between the people in a book and the places they go. They need lots of teacher support and picture games to find these parts of a story.	No evidence obtained

READING - COMPREHENSION

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify the key details/ main idea of a text	Your child is an expert text analyst! They don't just find the main topic of a book; they can explain exactly how different facts support that topic. They can also tell the difference between a really important detail and an extra, "just-for-fun" fact.	Your child successfully meets the goal. After reading a nonfiction book, they can easily tell you the "big idea" (the main topic) and share a few important facts (key details) they learned from the pages.	Your child is very close to the goal. They can remember cool facts from the book, but they sometimes get hyper-focused on one tiny detail instead of seeing the big picture or the main topic of the whole text. They do well with a guiding question.	Your child is just starting to learn this skill. They have trouble figuring out what a nonfiction book is mostly about. They need lots of teacher support, picture clues, and guided talking time to name a single fact from the text.	No evidence obtained
Retell stories using accurate sequencing (beginning, middle, end)	Your child is an advanced storyteller! They can retell a whole book from memory in perfect order, using wonderful transition words. They don't just tell what happened; they explain why the events matter and what lesson the characters learned.	Your child successfully meets the goal. After reading a book, they can smoothly retell the story from start to finish. They accurately share what happened at the beginning, the middle, and the end, using words like *first, next,* and *last*.	Your child is very close to the goal. They remember the exciting parts of a story, but their retelling often jumps around out of order. They need to look back at the pictures or use a sequencing map to help them retell it from start to finish.	Your child is just starting to learn this skill. They have trouble remembering the order of a story after we finish reading it. They need lots of teacher support, picture sorting games, and guided talking time to retell even one or two events.	No evidence obtained

MATHEMATICS - NUMBER & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Count to 120 using grade level sequences	Your child is a math superstar! They can easily count past 120 by ones, twos, fives, and tens. They can even count backward smoothly from big numbers and spot tricky number patterns starting from any random number.	Your child successfully meets the goal. They can start at any number and count all the way to 120 by ones. They also know how to skip-count up to 120 perfectly using twos, fives, and tens without missing any numbers.	Your child is very close to the goal. They are great at counting to 100, but they get a little confused by the bigger numbers up to 120. They also know how to start skip-counting but sometimes lose track and need a number chart to help them finish.	Your child is just starting to learn this skill. They are working hard on memorizing the correct order of numbers up to 40. They need lots of teacher support, number songs, and hands-on counters to practice their basic counting steps.	No evidence obtained
Compare quantities as greater than, less than, equal to	Your child is a math master! They don't just know which number is bigger; they understand *why* using place value. They can solve tricky math puzzles where they have to find a missing number to make two sides equal.	Your child successfully meets the goal. They can look at two different numbers or groups of items and correctly tell you which is bigger, which is smaller, or if they are the exact same size.	Your child is very close to the goal. They are good at comparing simple numbers, but they sometimes need to use blocks or counters to help them figure out which is bigger. They are still practicing which way the symbol should point.	Your child is just starting to learn this skill. They need a lot of teacher support and hands-on tools to help them see the difference between bigger and smaller groups.	No evidence obtained

MATHEMATICS - NUMBER & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify, write and represent numbers to 120	Your child is a number master! They easily read, write, and build numbers past 120. They show a deep understanding of place value by grouping blocks in tricky, advanced ways (like trading a ten-rod for ten ones) to show the exact same number.	Your child successfully meets the goal. They can look at any number up to 120 and read it out loud, write it down perfectly on paper, and use math blocks (hundreds, tens, and ones) to build a matching model of that number.	Your child is very close to the goal. They are excellent with numbers up to 100. However, the tricky "teen" numbers inside the hundreds (like 113 or 105) cause them to mix up or add extra digits when writing them. They do best with a number chart helper.	Your child is just starting to learn this skill. They are working on reading and writing smaller numbers up to 30. They need lots of teacher support, tactile sand writing, and hands-on counting mats to connect a pile of blocks to the right written number.	No evidence obtained

MATHEMATICS - NUMBER & OPERATIONS IN BASE TEN

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Understands the place value of two-digit numbers	Your child is a place value genius! They completely understand how tens and ones work. They can break apart and rebuild numbers in tricky, advanced ways (like trading a ten-rod for ten single ones) and can add or subtract 10 in their head instantly.	Your child successfully meets the goal. They know exactly what each digit in a two-digit number means. They can tell you which number is in the tens place and which is in the ones place, and they can build the number perfectly using math blocks.	Your child is very close to the goal. They understand the idea of tens and ones, but they still mix up the places sometimes, especially if the number is tricky or if they don't have math blocks in front of them to look at.	Your child is just starting to learn this skill. They are working on counting out big piles of objects by grouping them into sets of 10. They need lots of teacher support, counting cups, and hands-on practice to see how ten ones make one ten.	No evidence obtained
Add within 100 using place value	Your child is an addition expert! They can add any two-digit numbers up to 100 completely on their own, even when it requires making a new ten. They solve equations quickly in their head and can explain their math thinking using different advanced strategies.	Your child successfully meets the goal. They can add a big number and a small number together (like 45 + 7) by trading 10 ones to make a new ten. They can also easily add tens (like 34 + 20) using math drawings to show their work.	Your child is very close to the goal. They are great at adding tens to a number, but they get confused when adding ones makes a new ten. They often forget to bundle the ones into a ten-rod and need blocks or a number chart to count it out.	Your child is just starting to learn this skill. When given an addition problem, they try to count every single number up by ones on their fingers instead of using groups of 10. They need lots of teacher support, touch-counters, and guided drawing practice.	No evidence obtained

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Fluently add within 10	Your child is an addition speed racer! They know all their math facts up to 10 instantly without having to count on their fingers or pause to think. They can also quickly solve missing number puzzles like 4 plus what equals 9.	Your child successfully meets the goal. They can solve addition problems up to 10 quickly and accurately. They use smart mental math habits instead of drawing pictures or using their fingers to count.	Your child is very close to the goal. They get the right answers, but they still need to slow down and use their fingers, tap their pencil, or count up one by one in their head to solve most math facts.	Your child is just starting to learn this skill. To solve a problem like 3 + 2, they need to count out 3 blocks, then count out 2 blocks, and then count them all from the beginning. They need lots of hands-on game practice.	No evidence obtained
Fluently subtract within 10	Your child is a subtraction speed racer! They know all their subtraction facts within 10 instantly without having to count backward on their fingers. They can also quickly solve missing number puzzles and switch between adding and subtracting easily.	Your child successfully meets the goal. They can solve subtraction problems within 10 quickly and accurately. They use smart mental math habits, like thinking of a matching addition fact, instead of drawing pictures or using their fingers.	Your child is very close to the goal. They get the right answers, but they still need to slow down and use their fingers, tap their pencil, or count down one by one in their head to solve most subtraction facts.	Your child is just starting to learn this skill. To solve a problem like 7 - 3, they need to count out 7 blocks, physically take 3 away, and then count the blocks that are left from the beginning. They need lots of hands-on game practice.	No evidence obtained

MATHEMATICS - OPERATIONS & ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Use strategies to add and subtract within 20	Your child is a math wizard with numbers up to 20! They solve addition and subtraction problems instantly in their head. They don't just find the answer; they can explain multiple clever strategies they used and can easily solve tricky balance puzzles.	Your child successfully meets the goal. They can add and subtract numbers up to 20 accurately by using smart brain strategies. For example, instead of counting on their fingers, they change a hard problem into an easier one by making a group of 10.	Your child is very close to the goal. They get the right answers to these bigger math problems, but they still slow down to use their fingers or count up and down one by one in their head. They are still practicing how to use faster mental math groups.	Your child is just starting to learn this skill. When they see a problem like 12 - 4, they get overwhelmed by the big numbers and need to draw 12 dots or count out 12 blocks from the beginning to find the answer. They need lots of hands-on game practice.	No evidence obtained
Use strategies to solve word problems within 20	Your child is a word problem master! They can read tricky story problems and easily figure out what math to use, even when the missing number is at the beginning of the story. They can write matching math equations using a symbol for the mystery number and explain their thinking perfectly.	Your child successfully meets the goal. They can read or listen to a math story problem, draw a quick picture to match it, and write a correct number sentence (like \(12 + 5 = 17\)) to find the answer. They know whether the story is asking them to add or subtract.	Your child is very close to the goal. They can solve basic math stories if the numbers are simple and it is clear what to do. However, if the story is tricky (like finding how many items were lost in the middle of the story), they start guessing or mix up adding and subtracting.	Your child is just starting to learn this skill. When they hear a story problem, they just pick out the numbers they see and guess the answer without thinking about what is happening in the story. They need lots of teacher help, real items to move around, and acting-out games	No evidence obtained

MATHEMATICS - GEOMETRY

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Compare and contrast 2 and 3-dimensional shapes	Your child is a geometry expert! They can think deeply about flat shapes and solid shapes. They don't just name them; they can explain how flat shapes match up to make solid ones (like how a cube is made of squares) and they never get tricked by how a shape is turned.	Your child successfully meets the goal. They can sort flat shapes (like circles and triangles) and solid shapes (like spheres and blocks) by counting their sides, corners, or flat faces. They know the difference between flat and solid and use correct math words.	Your child is very close to the goal. They know the names of most shapes, but they still get confused by how a shape is turned or what color it is. They also mix up flat shapes and solid shapes sometimes, like calling a 3D cube a 2D square.	Your child is just starting to learn this skill. They are working on looking at basic shapes like circles and squares. They need lots of teacher support, actual 3D blocks to hold, and matching games to learn what makes shapes different from each other.	No evidence obtained
Partition 2 dimensional shapes into halves and quarters	Your child is a fractions expert! They can split shapes into equal parts using creative or tricky lines. They completely understand how fractions work and can explain why cutting a shape into more pieces makes each individual piece smaller.	Your child successfully meets the goal. They can draw straight lines to cut circles and rectangles into two or four equal pieces. They use proper math words like *halves* and *fourths* to label the parts and know that every slice must be the exact same size.	Your child is very close to the goal. They know how to cut a shape in half, but they have trouble making four equal pieces. Their drawn lines often make some slices bigger than others, and they still mix up the words *half* and *quarter*.	Your child is just starting to learn this skill. When asked to share a shape, they draw lines everywhere without making the pieces equal. They need lots of teacher support, paper-folding activities, and pretend-food slicing games to learn about fair shares.	No evidence obtained

MATHEMATICS - MEASUREMENT & DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Measure objects using non-standard units	Your child is a measurement master! They can measure anything using different objects, like paperclips or blocks. They don't just count the items; they can explain how changing the size of the tool changes the final number (like why a large tool means a smaller count).	Your child successfully meets the goal. They can measure objects by lining up smaller tools (like square blocks or paperclips) from start to finish. They keep their lines perfectly straight without leaving empty spaces or stacking the tools on top of each other.	Your child is very close to the goal. They know how to count out items to measure an object, but their lines are often crooked, or they leave gaps between the pieces. They still need a little practice to keep their tools perfectly straight and touching.	Your child is just starting to learn this skill. They are working on looking at where an object starts and stops. They need lots of teacher support, big connecting blocks, and guided practice to see how we line up items to figure out how long something is.	No evidence obtained
Order and/or compare objects by length	Your child is a measurement reasoning expert! They can easily order groups of objects by length from longest to shortest. They can also use a helper tool to compare two objects that cannot be moved, explaining the logic perfectly.	Your child successfully meets the goal. They can look at three different items and put them in a perfect line from shortest to longest. They can also use a third "helper" item (like a piece of string) to figure out which of two objects is longer.	Your child is very close to the goal. They can tell you which of two items is longer if they hold them side-by-side. However, they get confused when sorting three items at once, or they forget to line up the bottom edges evenly before comparing.	Your child is just starting to learn this skill. They are working on understanding basic words like "longer" and "shorter." They need lots of teacher support, big physical objects to hold, and guided practice to see how we line up edges to check sizes.	No evidence obtained

MATHEMATICS - MEASUREMENT & DATA

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Tell and write time in hours and half hours	Your child is a time-telling expert! They quickly read analog and digital clocks, and they are even beginning to read tricky times like quarter-hours. They can look at the hour hand and explain exactly why it creeps halfway between two numbers when 30 minutes have passed.	Your child successfully meets the goal. They can look at a traditional clock with hands or a digital clock and tell you exactly what time it is, as long as it ends in :00 or :30. They know the difference between the long hand and the short hand and can write the time correctly.	Your child is very close to the goal. They can tell you when it is exactly "o'clock" easily. However, they get mixed up on the half-hour because they get tricked when the short hand points between two numbers, or they mix up the long and short hands.	Your child is just starting to learn this skill. They are working on identifying the parts of a clock, like the face and the numbers. They need lots of teacher support, interactive plastic clocks to turn, and daily schedule matching games to see how a clock works.	No evidence obtained
Organize and understand graphed data	Your child is a data expert! They can collect information, build their own clear graphs, and answer complicated questions about the results. They don't just count the bars; they can combine categories and explain what the data tells us about real life.	Your child successfully meets the goal. They can sort information into a neat graph with up to three choices (like favorite colors). They can easily count the totals, tell you the total number of people who voted, and figure out which group has more or less.	Your child is very close to the goal. They can count items and fill in a simple chart, but they have trouble building a graph from scratch without a layout helper. They can tell you which group is the biggest, but they get stuck on questions like "how many more."	Your child is just starting to learn this skill. They are working on sorting objects into separate piles (like red blocks vs. blue blocks). They need lots of teacher support, actual toys to move around, and guided games to practice counting up simple groups.	No evidence obtained