

READING

- **Foundational Skills**
 - Applies grade level phonics patterns
 - Reads with grade level accuracy
 - Recognize and read grade-appropriate irregularly spelled words (high-frequency words)
- **Reading Comprehension**
 - Ask and answer questions when given a grade level text
 - Identify the key details of characters and setting in a text
 - Identify the events that support the main idea, topic or lesson
 - Describe stories using accurate sequencing (beginning, middle, end)

WRITING

- **Speaking and Listening**
 - Participate in collaborative conversations about a topic or a text
 - Ask and answer questions in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 - Express, recount, and or build upon thoughts, ideas, and feelings clearly.
- **Writing / Language**
 - Uses conventions of Standard English grammar (capitalization, punctuation, spacing)
 - Develop, organize, edit, and publish writing pieces (opinion, narrative, informative/explanatory)
 - Spell words accurately by drawing on knowledge of word analysis skills

MATHEMATICS

- **Number and Operations in Base Ten**
 - Compare quantities as greater than, less than, equal to
 - Identify, write and represent numbers to 999
 - Understands the place value of three-digit numbers
 - Add within 100 using place value and properties of operations
 - Subtract within 100 using place value and properties of operations
- **Operations and Algebraic Thinking**
 - Fluently add within 20
 - Fluently subtract within 20
 - Use strategies to add and subtract within 100
 - Solve problems using regrouping (composing and decomposing)
 - Use strategies to solve word problems within 100
- **Geometry**
 - Recognize defining attributes of 2 and 3 dimensional shapes
 - Partition shapes into equal parts
- **Measurement and Data**

- Measure objects using standard and non-standard units
- Understands money, its value, and corresponding symbols.
- Tell and write time to the nearest five minutes
- Organize, create, and interpret data using various graphs

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 Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Participate in collaborative conversations about a topic or a text	Your child is an exceptional conversation leader! They listen to what different classmates think, summarize those ideas, and connect them to other things they've read. They ask smart, deep questions that get their friends talking and thinking more.	Your child successfully meets the goal. They are a respectful and active talker in group discussions. They stay focused on the topic for many turns, listen closely to their friends, and add onto their classmates' thoughts using complete ideas.	Your child is very close to the goal. They love to share their ideas, but they tend to share a single thought or personal story and then stop. They need a gentle reminder or a question starter from me to keep talking or to respond to a classmate.	Your child is just starting to learn this skill. They have trouble focused in group discussions and might talk over others or wander off topic. They need lots of teacher support, modeling, and practice to listen and share nicely with a partner.	No evidence obtained
Ask and answer questions in order to clarify comprehension, gather additional information, or depend understanding of a topic or issues	Your child is an exceptional critical thinker! They don't just ask simple fact questions; they spot missing details, hidden clues, or confusing parts in a text. They ask deep, thoughtful questions that challenge their classmates to look back at the book and think about the topic in a much bigger way.	Your child is just starting to learn this skill. They have trouble focused in group discussions and might talk over others or wander off topic. They need lots of teacher support, modeling, and practice to listen and share nicely with a partner.	Your child is very close to the goal. They can answer questions when asked, but when it is their turn to ask a question, they tend to share a personal story instead (like saying "I have a cat too" instead of asking a question about cats). They need a quick reminder to focus their questions.	Your child is very close to the goal. They can answer questions when asked, but when it is their turn to ask a question, they tend to share a personal story instead (like saying "I have a cat too" instead of asking a question about cats). They need a quick reminder to focus their questions.	No evidence obtained



WRITING - SPEAKING & LISTENING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Express, recount, and or build upon thoughts, ideas, and feelings clearly.	Your child is a master communicator! They share their thoughts and complex feelings using descriptive words. When talking with others, they listen to a friend's idea, show they understand it, and then expand it into a deeper conversation.	Your child successfully meets the goal. They are great at sharing exactly what they are thinking or feeling using clear, full sentences. They can tell a story from start to finish in the right order and nicely add new details to what a classmate just said.	Your child is very close to the goal. They love to talk, but their thoughts and stories sometimes get a little tangled or jump around out of order. They need a gentle reminder or a sentence starter to help them explain <i>why</i> they feel a certain way or to respond to a friend.	Your child is just starting to learn this skill. They find it hard to put their thoughts and feelings into words and often repeat what someone else said or remain quiet. They need lots of teacher support, emotion picture charts, and small-group talk practice.	No evidence obtained



WRITING - LANGUAGE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Use conventions of Standard English grammar	Your child is an editing expert! They write long paragraphs with perfect spacing, capitals, and punctuation. They are even beginning to use advanced tools like quotation marks for talking or apostrophes for words like <i>can't</i> or <i>Ben's</i> entirely on their own.	Your child successfully meets the goal. They write very readable sentences and paragraphs. They remember to capitalize special days, places, and names, and they correctly use periods, question marks, and commas when writing dates or letters.	Your child is very close to the goal. They know the basic rules of writing, but they still skip capital letters or forget punctuation marks when they get focused on their ideas. They just need a quick checklist or a reminder to go back and fix them.	Your child is just starting to learn this skill. They find it hard to track where sentences start and stop. They need lots of teacher support, physical reminders (like a spacing stick), and guided practice to write a clean line of text.	No evidence obtained
Develop, organize, edit, and publish writing pieces (opinion, punctuation, spacing)	Your child is a master author! They can choose a genre and guide themselves from planning to publishing completely on their own. They write highly organized pieces with interesting hooks and conclusions, and they can find and fix their own errors before typing or printing their final draft.	Your child successfully meets the goal. They can plan a story, information report, or opinion piece using a writing map. They listen nicely to suggestions from teachers or classmates to add details and fix errors, and they take pride in creating a neat final published piece.	Your child is very close to the goal. They have great ideas and enjoy writing, but their pieces tend to wander off track or get a bit messy. They need a teacher's guidance or explicit templates to help them finish their edits and complete all the steps of the writing process.	Your child is just starting to learn this skill. They find it hard to stick to one writing topic or separate their ideas into steps. They need lots of teacher support, picture cards, and guided dictation to help them turn their ideas into a short, written line.	No evidence obtained



WRITING - LANGUAGE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Spell words accurately by drawing on knowledge of word analysis skills	Your child is a word expert! They don't just memorize spelling lists; they understand how words are built. They can handle tricky, multi-syllabic words and notice when a word "looks wrong," using their knowledge of word parts to fix it on their own.	Your child successfully meets the goal. They know the spelling rules for 2nd grade and use them correctly in their writing. They can take apart words to spell them and consistently spell common words correctly.	Your child is very close to the goal. They are great at spelling simple words, but they often get stuck on more complex patterns. They rely on how a word sounds to spell it, which sometimes leads to errors with silent letters or tricky vowels.	Your child is just starting to learn this skill. They try to spell by writing down the sounds they hear, but they don't yet use standard spelling rules. They need teacher help and visual word lists to help them write their ideas clearly.	No evidence obtained



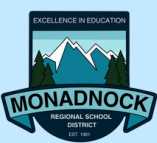
READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Applies grade level phonics patterns	<p>Your child is an advanced word builder! They don't just memorize spelling lists; they understand the structural patterns behind words. They can easily spell long, multi-syllable words and automatically apply tricky spelling rules (like changing <i>y</i> to <i>i</i> before adding <i>-ed</i>) completely on their own.</p>	<p>Your child successfully meets the goal. They write on-grade-level words accurately by listening to the sound blocks. They use spelling patterns they have learned—like knowing when to use <i>ck</i> at the end of a word or how to spell common vowel teams (like <i>oa</i> or <i>ai</i>)—to build words correctly.</p>	<p>Your child is very close to the goal. They are excellent at spelling short, standard words, but they still get tripped up by words with complex vowel teams (like <i>heavy</i> or <i>train</i>) or when trying to spell longer, multi-syllable words. They do best with a quick word-pattern helper chart to guide them.</p>	<p>Your child is just starting to learn this skill. They are working on mapping basic letters to individual sounds. They struggle to spell words beyond simple short-vowel words and need lots of teacher support, tactile letter tiles, and guided syllable games to write down words.</p>	No evidence obtained
Reads with grade level accuracy	<p>Your child is an exceptionally accurate reader! They read advanced books above the second-grade level with almost zero mistakes. If they do misread a word, they catch it and fix it instantly all by themselves without breaking their pace.</p>	<p>Your child successfully meets the goal. They read second-grade books accurately, making very few mistakes. They listen to their own reading and notice when a word doesn't make sense or look right, stopping to fix it independently.</p>	<p>Your child is very close to the goal. They can read many words correctly, but they make enough mistakes to drop or mix up the meaning of the story. They often miss word endings or guess visually similar words, needing a reminder to slow down and check.</p>	<p>Your child is just starting to learn this skill. They struggle to read second-grade sentences accurately and often guess words based only on the pictures or the very first letter. They need lots of teacher support, phonics practice, and guided reading.</p>	No evidence obtained



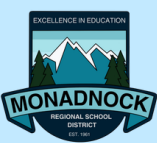
READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and read grade-appropriate irregularly spelled words	Your child is a sight word champion! They read all second-grade tricky words instantly without pausing. They are even beginning to memorize and read advanced, upper-grade trick words when reading long chapter 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



READING - COMPREHENSION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Ask and answer questions were given a grade level text	Your child is an advanced reader! They easily tackle harder books, understanding not just the story, but the "why" behind character choices. They can connect what they read to other stories or their own life, showing they really "get" the deeper meaning.	Your child successfully meets the goal. They are a confident reader who can pick up a grade-level book and understand it on their own. They can tell you about the characters, the important parts of the story, and what the big lesson or theme is.	Your child is very close to the goal. They are learning to read longer stories, but they sometimes need a little help to remember all the details or to understand the bigger ideas. They might need me to guide them back to the book to answer questions.	Your child is just starting to learn this skill. They need a lot of support, like reading together or using picture books, to help them understand the story. We are working on building their confidence so they can start to understand stories on their own.	No evidence obtained
Identify the key details of characters and setting in a text	Your child is an expert storyteller. They can retell stories with amazing detail, always keeping events in order. They explain <i>why</i> the story unfolded the way it did and can identify how characters changed from the beginning to the end.	Your child successfully meets the goal. They can retell a story in the right order—telling you what happened first, next, and last—and include the important details so you know exactly what the story was about.	Your child is very close to the goal. They are learning to retell stories, but they sometimes mix up the order of events or forget important parts. They are getting better at remembering the whole story.	Your child is just starting to learn this skill. They need a lot of help to remember the order of a story. We are working on using pictures or teacher questions to help them organize what happened first, next, and last.	No evidence obtained



READING - COMPREHENSION

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Identify the events that support the main idea, topic or lesson	Your child is an expert at analyzing themes! They don't just find the big lesson or main topic; they can explain exactly how different events or paragraphs work together to prove that lesson. They can also tell the difference between a major turning point and an extra, "just-for-fun" detail.	Your child successfully meets the goal. After reading, they can easily tell you the "big idea" or the lesson of the story. They can also look back at the pages to pick out the exact events or facts that support that main topic from start to finish.	Your child is very close to the goal. They can remember exciting parts or facts from the book, but they sometimes get hyper-focused on one small event instead of seeing how all the events connect to a single big lesson. They do best with a guided summary map.	Your child is just starting to learn this skill. They have trouble figuring out what a story teaches or what an informational page is mostly about. They need lots of teacher support, picture sorting games, and guided talking time to name even a single event.	No evidence obtained
Describe stories using accurate sequencing (beginning, middle, end)	Your child is an exceptional storyteller! They can retell a whole book from memory in perfect order, using advanced transition words. They don't just list what happened; they explain how an event at the beginning directly caused a problem in the middle and the solution at the end.	Your child successfully meets the goal. After reading, 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 <i>first</i> , <i>next</i> , and <i>finally</i> to keep the events in order.	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 illustrations or use a sequencing map to help them retell it correctly 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



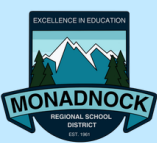
MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Compare quantities as greater than, less than, equal to	Your child is a math master at comparing large numbers! They can look at tricky math puzzles, break them down by hundreds, tens, and ones, and figure out which side is bigger. They don't just use the symbols; they can explain exactly why a complex comparison is true using deep place value logic.	Your child successfully meets the goal. They can look at two three-digit numbers, check the hundreds, tens, and ones places, and correctly tell you which number is bigger or smaller. They use the mathematical symbols ($>$), ($<$), ($=$) perfectly to show their answers.	Your child is very close to the goal. They know which number is bigger when they say it out loud, but they still mix up the pointing direction of the math symbols ($>$) and ($<$). They sometimes get tricked by large numbers in the tens or ones places and need a visual helper to see the real values.	Your child is just starting to learn this skill. They are working on understanding the words "greater than" and "less than" using smaller two-digit numbers. They need lots of teacher help, actual blocks to count, and math games to see which group has a bigger value.	No evidence obtained
Identify, write and represent numbers to 999	Your child is a number master! They easily read, write, and build large numbers past 1000. They show a deep understanding of place value by grouping blocks in tricky, advanced ways (like trading a hundreds flat for ten tens) to show the exact same number in different forms.	Your child successfully meets the goal. They can look at any three-digit number up to 999 and read it out loud, write it down perfectly in words or standard math codes (like $400 + 50 + 6$), and use math blocks to build a matching model of that number.	Your child is very close to the goal. They are excellent with simpler numbers, but they get confused by "internal zeros" or tricky teen transitions inside the hundreds (like 508 or 614), causing them to add extra digits when writing them down. They do best with a place value grid helper.	Your child is just starting to learn this skill. They are working on reading and writing smaller numbers up to 100. They need lots of teacher support, tactile sand writing, and hands-on base-ten blocks to connect a pile of counters to a written three-digit number.	No evidence obtained



MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand the place value of three-digit numbers	Your child is a place value genius! They completely understand how hundreds, tens, and ones work. They can break apart and rebuild large numbers in tricky, advanced ways (like trading a hundreds block for ten ten-rods) and can add or subtract 10 or 100 in their head instantly.	<p>Your child successfully meets the goal. They know exactly what each digit in a three-digit number means.</p> <p>They can tell you which number is in the hundreds, tens, and ones places, and they can build the number perfectly using math blocks.</p>	Your child is very close to the goal. They understand the basic idea of hundreds, tens, and ones, but they still get confused by numbers with zeros in the middle (like 408) or mix up the places 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 transitioning from two-digit numbers to three-digit numbers. They need lots of teacher support, actual base-10 blocks to hold, and guided practice to see how ten tens get bundled into a single hundreds flat.	No evidence obtained
Add within 100 using place value and properties of operations	Your child is an addition expert! They can add multiple two-digit numbers within 100 completely in their head. They use advanced math properties (like rewriting a problem to make it friendlier) and can easily solve missing number puzzles without needing to sketch blocks.	Your child successfully meets the goal. They can add any two-digit numbers together up to 100 accurately. They use smart strategies like adding the tens first, then the ones, and they know exactly how to bundle 10 ones together to make a new ten when a column overflows.	Your child is very close to the goal. They are great at adding numbers when the columns don't overflow. However, they get easily confused when adding the ones makes a new ten. They often forget to carry the new ten-rod over and need blocks to see their mistake.	Your child is just starting to learn this skill. When given a problem with two-digit numbers, they try to count up every single number by ones on a number line or on their fingers instead of adding by tens. They need lots of teacher support and hands-on block practice.	No evidence obtained



MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Subtract within 100 using place value and properties of operations	Your child is a subtraction expert! They can subtract two-digit numbers within 100 completely in their head. They use advanced math tricks (like shifting both numbers to make a problem friendlier) and can easily solve missing number puzzles without needing to draw blocks.	Your child successfully meets the goal. They can subtract any two-digit numbers up to 100 accurately. They use smart strategies like breaking down numbers into tens and ones, and they know exactly how to trade 1 ten for 10 ones when they don't have enough ones to take away.	Your child is very close to the goal. They are great at subtracting numbers when they don't have to trade. However, they get easily confused when there are not enough ones in the first number. They often just flip the numbers around or subtract wrong, needing blocks to see the trade.	Your child is an addition speed racer! They know all their math facts up to 20 instantly from memory without having to pause or use mental chunks. They can also quickly solve missing number puzzles like 7 plus what equals 15.	No evidence obtained



MATHEMATICS - OPERATIONS AND ALGEBRAIC THINKING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Fluently add within 20	<p>Your child is an addition speed racer! They know all their math facts up to 20 instantly from memory without having to pause or use mental chunks. They can also quickly solve missing number puzzles like 7 plus what equals 15.</p>	<p>Your child successfully meets the goal. They can solve addition problems up to 20 quickly and accurately from memory. They use smart mental math habits, like changing a hard fact into an easier double, instead of drawing pictures or using their fingers.</p>	<p>Your child is very close to the goal. They get the right answers to these bigger facts, 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 facts past 10.</p>	<p>Your child is just starting to learn this skill. To solve a problem like $8 + 5$, they get overwhelmed by the numbers and need to count out 8 blocks, then count out 5 blocks, and then count them all from the beginning. They need lots of hands-on game practice.</p>	<p>No evidence obtained</p>
Fluently subtract within 20	<p>Your child is a subtraction speed racer! They know all their subtraction facts up to 20 instantly from memory without having to pause or use mental chunks. They can also quickly solve missing number puzzles and switch between adding and subtracting easily.</p>	<p>Your child successfully meets the goal. They can solve subtraction problems up to 20 quickly and accurately from memory. They use smart mental math habits, like thinking of a matching addition fact, instead of drawing pictures or using their fingers.</p>	<p>Your child is very close to the goal. They get the right answers to these bigger facts, 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 facts past 10.</p>	<p>Your child is just starting to learn this skill. To solve a problem like $13 - 5$, they get overwhelmed by the numbers and need to draw 13 dots, cross out 5 of them, and then count the dots that are left from the beginning. They need lots of hands-on game practice.</p>	<p>No evidence obtained</p>



MATHEMATICS - OPERATIONS AND ALGEBRAIC THINKING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Use strategies to add and subtract within 100	<p>Your child is a math master with numbers up to 100! They add and subtract large numbers instantly in their head. They don't just find the answer; they can explain multiple clever strategies they used (like shifting both numbers to make a subtraction fact easier) and can easily solve tricky balance puzzles.</p>	<p>Your child successfully meets the goal. They can add and subtract any numbers up to 100 accurately by using smart brain strategies. They know how to bundle 10 ones into a new ten-rod when adding, and how to un-bundle a ten into 10 ones when subtracting, recording their steps clearly.</p>	<p>Your child is very close to the goal. They are excellent at adding and subtracting numbers when the digits fit nicely. However, they get easily confused when they need to make a new ten or borrow a ten. They often get digits mixed up and need blocks or a number chart to find the mistake.</p>	<p>Your child is just starting to learn this skill. When given a problem with large two-digit numbers, they get overwhelmed and try to count up or down one-by-one by ones instead of working with groups of tens. They need lots of teacher support, touch-counters, and guided baseline practice.</p>	<p>No evidence obtained</p>



MATHEMATICS - OPERATIONS AND ALGEBRAIC THINKING

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Solve problems using regrouping (composing and decomposing)	Your child is a regrouping master! They can compose or decompose numbers completely on their own, even with huge numbers up to 1,000. They can subtract across tricky zeros (like $600 - 345$) without getting confused, and they easily show how numbers break apart in advanced ways.	Your child successfully meets the goal. They can add and subtract three-digit numbers that require trading. They know how to bundle 10 ones or 10 tens into a bigger place value when adding, and they can break a ten or a hundred down into smaller pieces when subtracting.	Your child is very close to the goal. They understand how to make a single trade, like turning 10 ones into 1 ten. However, they get easily overwhelmed when a problem requires two trades in a row or has a zero placeholder in the middle. They need blocks or visual drawings to track the steps.	Your child is just starting to learn this skill. When they look at a large addition or subtraction problem, they treat each column like a separate small number and don't know how to trade between columns. They need lots of teacher support, actual plastic math blocks, and guided practice.	No evidence obtained
Use strategies to solve word problems within 100		Your child successfully meets the goal. They can read or listen to a math story problem with numbers up to 100, draw a quick picture or bar model to match it, and write correct number sentences 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 has two steps or 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 support, real items to move around, and acting-out games.	No evidence obtained



MATHEMATICS - GEOMETRY

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize defining attributes of 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, and they never get tricked by how an unusual or tilted shape looks.	Your child successfully meets the goal. They can sort and draw flat shapes and solid shapes by counting their sides, angles, corners, or flat faces. They look at the structural rules of the shape, not its color, size, or the way it is turned on the page.	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 shapes into equal parts	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 two pieces can look totally different but still be the exact same amount or "fair share."	Your child successfully meets the goal. They can draw straight lines to cut circles and rectangles into two, three, or four equal pieces. They use proper math words like <i>thirds</i> and <i>fourths</i> to label the parts and know that every single slice must be a fair, equal size.	Your child is very close to the goal. They know how to cut a shape in half, but they have trouble making three equal pieces. Their drawn lines often make some slices bigger than others, and they still mix up the words <i>third</i> and <i>quarter</i> .	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 AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Measure objects using standards and non-standards units	<p>Your child is a measurement maestro! They easily choose the right tools—like a small ruler or a long yardstick—to measure any item precisely. They can explain the exact math relationship between different units (like why a measurement in inches gives a much bigger number than feet).</p>	<p>Your child successfully meets the goal. They can use standard tools like rulers to measure objects in inches or centimeters, and they line up the "0" mark perfectly at the edge. They can measure the same item with two different units and explain why the numbers changed based on the unit sizes.</p>	<p>Your child is very close to the goal. They know how to use a ruler, but they often make small mistakes like starting at the very physical edge of the ruler instead of the "0" line, or they get confused when explaining why an object is 12 inches but only 1 foot.</p>	<p>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, large physical block tools, and guided practice to see how a ruler aligns to a specific line.</p>	<p>No evidence obtained</p>
Understand money, its value, and corresponding symbols	<p>Your child is a financial math master! They can easily count mixed piles of bills and coins worth more than two dollars. They can calculate change during pretend-store games, swap notation styles perfectly, and quickly figure out the absolute fastest way to pay for an item using the fewest coins possible.</p>	<p>Your child successfully meets the goal. They know the names and values of all dollar bills and coins. They can look at a mixed pile of money up to two dollars, sort them from biggest to smallest, count up the total accurately, and write the final amount using the correct dollar or cent signs.</p>	<p>Your child is very close to the goal. They know how much each coin is worth and can count piles of matching coins easily. However, they get confused when they have to count a mixed pile (like adding dimes and nickels together) or accidentally place the cent sign in front of the number.</p>	<p>Your child is just starting to learn this skill. They are working on naming the physical differences between coins (like color and size). They need lots of teacher support, actual play money to sort into cups, and simple matching games to connect a coin's face to its value.</p>	<p>No evidence obtained</p>



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Tell and write time to the nearest five minutes	<p>Your child is a time-telling expert! They quickly read analog and digital clocks to the exact minute. They can easily solve elapsed time problems (like figuring out what time a movie will end) and can explain how the hands move together as time passes.</p>	<p>Your child successfully meets the goal. They can look at an analog or digital clock and read the time precisely to the nearest five minutes (like 4:25 or 7:50). They know how to skip-count the clock face by fives and can correctly choose whether a time is a.m. or p.m.</p>	<p>Your child is very close to the goal. They can tell time easily on simple benchmarks like "o'clock" or "half-past." However, they get confused when skip-counting by fives or get tricked by the hour hand when it inches close to the next number before a new hour begins.</p>	<p>Your child is just starting to learn this skill. They are working on identifying the parts of a clock, like the long hand and the short hand. They need lots of teacher support, interactive plastic clocks to turn, and basic 5s matching games to see how a clock face works.</p>	<p>No evidence obtained</p>
Organize, create, and interpret data using various graphs	<p>Your child is a data expert! They can gather information, build their own clear graphs, and use tricky keys where one symbol stands for more than one vote. They can solve complicated, multi-step math puzzles by combining and comparing categories to explain what the graph shows about real life.</p>	<p>Your child successfully meets the goal. They can sort information into a neat picture or bar graph with up to four choices (like favorite snacks). They can easily count the totals, label their graph correctly, and figure out exactly how many more or fewer votes one group got compared to another.</p>	<p>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 comparative questions like "how many more."</p>	<p>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 and displaying simple groups.</p>	<p>No evidence obtained</p>