

READING

- **Foundational Skills**
 - Applies grade level phonics patterns and word analysis
 - Reads with grade level accuracy and fluency
 - Comprehends grade level vocabulary
- **Reading- Informational Text**
 - Ask and answer questions to demonstrate understanding of a grade level text.
 - Identify main idea and supporting details.
 - Read and comprehend grade level text
- **Reading- Literature**
 - Ask and answer questions to demonstrate understanding of a grade level text.
 - Identify and describe the key details of characters and setting in a text.
 - Identify the events that support the main idea, topic or lesson/moral.
 - Read and comprehend grade level text independently.
 - Recount stories with details using accurate sequencing (beginning, middle, end).

WRITING

- **Speaking and Listening**
 - Participate effectively 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 (i.e. capitalization, punctuation, parts of speech)
 - Develop, organize, edit, and publish well-organized narrative pieces that include introductions, descriptive details and clear event details.
 - Develop, organize, edit, and publish well-organized informative/explanatory pieces that include introductions, supporting details, transitions, and conclusions
 - Develop, organize, edit, and publish well-organized opinion pieces that support a point of view with reasons and have transitions, and conclusions.
 - Spell words accurately by drawing on knowledge of word analysis skills

MATHEMATICS

- **Number and Operations in Base Ten**
 - Round whole numbers to the nearest 10 or 100
 - Use place value to fluently add and subtract within 1000
- **Numbers & Operations - Fractions**
 - Understand and model fractions
 - Recognize and generate simple equivalent fractions
 - Compare fractions

- Recognize whole numbers as fractions
- **Operations and Algebraic Thinking**
 - Use strategies to solve basic multiplication facts to 100
 - Use strategies to solve basic division problems to 100
 - Solve multistep word problems using the four operations
- **Geometry**
 - Recognize and understand the defining attributes of 2 and 3 dimensional shapes
 - Partition shapes into equal parts to represent unit fractions
- **Measurement and Data**
 - Measure objects using standard units to the nearest quarter inch and half centimeter
 - Understand concept of area
 - Understand concept of perimeter
 - Measure and estimate liquid volume and mass
 - Tell and write time to the nearest minute
 - 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 effectively in collaborative conversations about a topic or a text	Your child is a remarkable discussion leader! They don't just share their thoughts; they listen to what multiple classmates say, connect those pieces together, and help the group think deeper. They use clues from the book to explain their views and nicely push their friends to back up their own ideas.	Your child successfully meets the goal. They are a prepared, active, and respectful group member. They listen closely to classmates, add directly onto what others say over several turns, stay focused on the topic, and ask good questions to make sure they understand.	Your child is very close to the goal. They have wonderful ideas and speak up in group talks, but they tend to share their own thoughts next rather than responding to what their friend just said. They need a quick reminder or a sentence starter to help them link their ideas to the group.	Your child is just starting to learn this skill. They find it difficult to focus or participate during group talking times and often wander off topic. They need lots of teacher support, visual rule cards, and small partner games to practice listening and sharing.	No evidence obtained
Ask and answer questions in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	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 successfully meets the goal. They know how to ask purposeful questions when they are confused or want to gather more information. They can look directly at a book to answer questions, pointing to the exact sentences or paragraphs that prove their thinking.	Your child is very close to the goal. They can find answers in the book if I show them exactly where to look, but their own questions are very simple (like asking about a picture). They also tend to share personal stories instead of asking questions that help them learn more about the text.	Your child is just starting to learn this skill. They find it hard to think of questions and often do not notice when they are confused by a reading. They need lots of teacher support, picture cards, and guided practice to find or answer very simple facts.	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 and persuasive speaker! They listen to deep ideas or watch videos, pull the facts together, and share their own thoughts and feelings using highly descriptive words. In group talks, they beautifully wrap a classmate's view together with theirs to make the conversation much deeper.	Your child successfully meets the goal. They are great at sharing exactly what they think or feel about a topic using clear, organized, and full sentences. They can retell the main ideas they heard in a video or read-aloud and nicely add matching details onto what a classmate just said to keep the conversation going.	Your child is very close to the goal. They love to talk and share, but their thoughts or stories sometimes get a little tangled or jump around out of order. They can state a basic opinion but struggle to back it up with clear facts from the text or media, and they need a quick reminder checklist to respond to a friend.	Your child is just starting to learn this skill. They find it hard to put their thoughts, stories, and feelings into words, and they often repeat what someone else said or remain quiet during multimedia lessons. They need lots of teacher support, visual emotion guides, and small-group talking practice.	No evidence obtained



WRITING - LANGUAGE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Use conventions of Standard English grammar	<p>Your child is a grammar and editing expert! They write highly engaging, long paragraphs with perfect capitalization and punctuation. They are already using advanced skills—like writing dialogue with quotation marks, combining short sentences using words like <i>and</i> or <i>but</i>, and choosing exact words—completely on their own.</p>	<p>Your child successfully meets the goal. They write clear, very readable paragraphs. They remember to capitalize titles correctly, use commas where they belong, and choose the right grammar pieces—like using correct past-tense verbs and matching singular or plural words accurately.</p>	<p>Your child is very close to the goal. They understand the basic rules of writing, but when they get caught up in their ideas, they still make minor mistakes. They might mix up past and present words in the same story or forget a comma. They just need a quick checklist or a gentle reminder to go back and polish their work.</p>	<p>Your child is just starting to learn this skill. They find it hard to build complete sentences that make sense. They need lots of teacher support, physical sentence puzzle blocks, and guided practice to write a clean line of text with correct capitals and periods.</p>	No evidence obtained
Develop, organize, edit, and publish well-organized narrative pieces that include introductions, descriptive details and clear event details	<p>Your child is a master storyteller! They can guide themselves from planning to publishing completely on their own. They write highly organized stories that grab the reader's attention instantly, use deep sensory details and character conversations, and finish with a meaningful ending that shows what the character learned.</p>	<p>Your child successfully meets the goal. They can plan a story from start to finish using a writing map. They introduce a clear setting and character, keep the action in a logical order using transition words, add descriptive details so the reader can picture the story, and write a clear closing sentence to finish it.</p>	<p>Your child is very close to the goal. They have great story ideas, but their writing tends to wander off track or get a bit out of order. They describe <i>what</i> happened but forget to include details that show <i>how</i> the characters felt. They need a teacher's guidance or explicit templates to complete their edits and wrap up the story.</p>	<p>Your child is just starting to learn this skill. They find it hard to stick to one story idea or put events in order. They need lots of teacher support, picture sequence cards, and guided dictation to help them turn their creative thoughts into a short, written line.</p>	No evidence obtained



WRITING - LANGUAGE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Develop, organize, edit, and publish well-organized informative/explanatory pieces that include introductions, supporting details, transitions, and conclusions	Your child is a master information writer! They plan, draft, and publish factual reports entirely on their own. They organize their facts beautifully into subheadings, use advanced linking words to connect their sentences, and write an ending that explains why the whole topic is important to our world.	Your child successfully meets the goal. they can plan a factual report from start to finish using a writing map. They introduce their topic clearly, keep related facts grouped together nicely, use linking words to connect their thoughts, and write a clear closing section to wrap up the information.	Your child is very close to the goal. They know a lot of cool facts and enjoy writing them down, but their reports tend to read like one long list instead of neatly grouped paragraphs. They describe the topic but forget to include official definitions or clear linking words, needing a checklist to help them finish their edits.	Your child is just starting to learn this skill. They find it hard to stick to one factual topic or separate their ideas into steps. They need lots of teacher support, picture sorting cards, and guided dictation to help them turn their thoughts into a short, written line.	No evidence obtained
Develop, organize, edit, and publish well-organized opinion pieces that support a point of view with reasons and have transitions, and conclusions	Your child is a master persuasive writer! They plan, draft, and publish opinion papers completely on their own. They write highly organized pieces with interesting hooks, back up their views with excellent, deep reasons, use advanced linking words to connect their thoughts, and finish with an ending that convinces the reader to take actions.	Your child successfully meets the goal. They can plan an opinion piece from start to finish using a writing map. They introduce their topic and share their point of view clearly, list a few good reasons to support their thinking, use linking words to connect their thoughts, and write a clear closing paragraph to wrap up their argument.	Your child is very close to the goal. They have strong opinions and enjoy writing them down, but their papers tend to read like a random list of thoughts instead of neatly grouped paragraphs. They state their view but forget to back it up with clear reasons or linking words, needing an editing checklist to finish.	Your child is just starting to learn this skill. They find it hard to stick to one topic or state an opinion clearly. They need lots of teacher support, picture choice cards, and guided dictation to help them turn their thoughts 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 an amazing word scientist! They don't just memorize spelling lists; they understand the structural layout and rules behind language. They can easily spell long, complex words and automatically apply tricky suffix adjustments (like changing y to i or dropping a silent e) to unfamiliar, advanced words completely on their own.	Your child successfully meets the goal. They write third-grade words accurately by breaking them down logically. They use spelling rules they have learned—like position rules, syllable chunking, and how to change a base word accurately when adding a suffix (like turning <i>cry</i> into <i>cries</i>)—to build words correctly.	Your child is very close to the goal. They are excellent at spelling shorter, standard words, but they still get tripped up when adding suffixes to base words or when working with tricky multi-syllable vowel changes. They do best with a quick word-pattern helper chart nearby to guide them.	Your child is just starting to learn this skill. They are working on mapping letters to individual sound chunks. They struggle to spell beyond simple short-vowel words and need lots of teacher support, physical letter tiles, and hands-on syllable games to write down words.	No evidence obtained



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Applies grade level phonics patterns and word analysis	<p>Your child is an amazing word scientist! They don't just memorize spelling lists; they understand the structural layout and rules behind language. They can easily spell long, complex words and automatically apply tricky suffix adjustments (like changing <i>y</i> to <i>i</i> or dropping a silent <i>e</i>) to unfamiliar, advanced words completely on their own.</p>	<p>Your child successfully meets the goal. They write third-grade words accurately by breaking them down logically. They use spelling rules they have learned—like position rules, syllable chunking, and how to change a base word accurately when adding a suffix (like turning <i>cry</i> into <i>cries</i>)—to build words correctly.</p>	<p>Your child is very close to the goal. They are excellent at spelling shorter, standard words, but they still get tripped up when adding suffixes to base words or when working with tricky multi-syllable vowel changes. They do best with a quick word-pattern helper chart nearby to guide them.</p>	<p>Your child is just starting to learn this skill. They are working on mapping letters to individual sound chunks. They struggle to spell beyond simple short-vowel words and need lots of teacher support, physical letter tiles, and hands-on syllable games to write down words.</p>	No evidence obtained
Reads with grade level accuracy and fluency	<p>Your child is a reading powerhouse! They instantly decode long, multi-syllable words and advanced word parts. They can easily spot root words from other languages (like Latin or Greek) and break down advanced vocabulary completely on their own without breaking their reading pace.</p>	<p>Your child successfully meets the goal. They read third-grade words smoothly by looking at meaningful word parts. They can read multi-syllable words easily because they recognize common beginnings (prefixes) and endings (suffixes), using them to pronounce words and know what they mean.</p>	<p>Your child is very close to the goal. They are excellent at reading shorter words, but they still get tripped up or start guessing when they see long, multi-syllable words or abstract endings like <i>-tion</i>. They do best with a quick word-part helper chart or a guide to scoop the syllables.</p>	<p>Your child is just starting to learn this skill. They are working on separating basic words from their endings and blending multi-syllable words together. They need lots of teacher support, physical word-building tiles, and guided practice to read grade-level text.</p>	No evidence obtained



READING - FOUNDATIONAL SKILLS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Comprehends grade level vocabulary	Your child is an exceptionally fluent reader! They read advanced books above the third-grade level with near-perfect accuracy and wonderful expression. They sound like a natural storyteller, changing their voice for different characters and automatically adjusting their speed to match the mood of the text.	Your child successfully meets the goal. They read third-grade books accurately, making very few mistakes. They read at a steady, natural pace (not too fast or too slow) and pay close attention to punctuation, pausing at periods and changing their voice for exclamation points or talking marks.	Your child is very close to the goal. They can read many words correctly, but their reading sounds a bit robotic or choppy because they read word-by-word instead of in smooth phrases. They often skip past periods without pausing or miss word endings, needing a reminder to slow down and listen to themselves.	Your child is just starting to learn this skill. They struggle to read third-grade sentences accurately and read very slowly because they have to stop and sound out almost every word. They often lose their place on the page and need lots of teacher support, tracking tools, and guided reading.	No evidence obtained



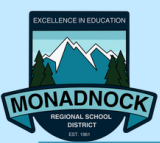
READING - INFORMATIONAL TEXT

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Ask and answer questions to demonstrate understanding of a grade level text	<p>Your child is a word detective! They instantly figure out the meaning of advanced, tricky words way above the third-grade level. They can look at hidden clues across a whole page, figure out words that have multiple meanings, and understand funny or figurative phrases completely on their own.</p>	<p>Your child successfully meets the goal. They are great at figuring out the meaning of new or tricky third-grade words. When they encounter a word they don't know, they use smart habits like looking at the sentences around it for clues, breaking the word into chunks, or checking if it has a double meaning.</p>	<p>Your child is very close to the goal. They can figure out what a word means if the clue is right next to it in the sentence. However, they get easily confused by words with more than one meaning or words used in a poetic way, and they tend to guess instead of using clues.</p>	<p>Your child is just starting to learn this skill. When they see a word they don't know, they usually guess randomly or keep reading without understanding it. They need lots of teacher support, picture dictionaries, and guided practice to figure out simple word meanings.</p>	No evidence obtained
Identify main idea and supporting details	<p>Your child is an exceptional text detective! They don't just find the basic facts on the page; they think deeply about <i>why</i> things happen in history or science books. They ask smart, deep questions and can prove their answers by quoting exact lines or combining multiple clues from different charts and paragraphs.</p>	<p>Your child successfully meets the goal. After reading a nonfiction book, they can easily answer questions about the facts by looking back at the pages. They can point to the exact subheading, diagram, or paragraph that proves their thinking, and they can ask their own clear questions about the information.</p>	<p>Your child is very close to the goal. They can answer factual questions about a book if I give them a hint or show them exactly which paragraph or picture to look at. However, they struggle to think of their own deep questions and tend to guess from memory instead of checking the text features.</p>	<p>Your child is just starting to learn this skill. They have trouble remembering the facts we just read and finding basic details on the page. They need lots of teacher support, one-on-one reading, and simple picture matching games to practice answering very basic questions about a topic.</p>	No evidence obtained



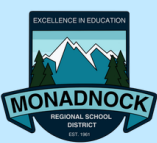
READING - INFORMATIONAL TEXT

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Comprehends grade level vocabulary	Your child is a master text analyzer! They don't just find the big idea of an informational book; they can explain exactly how different facts and subheadings work together to prove that idea. They can also quickly tell the difference between an important, supportive detail and an extra, "just-for-fun" fact.	Your child successfully meets the goal. After reading a nonfiction text, they can easily tell you the "big idea" (the main idea). They can also look back at the pages to pick out the exact facts and key details that support and prove that main idea from start to finish.	Your child is very close to the goal. They can remember cool facts and details from the book, but they sometimes get hyper-focused on one exciting section instead of seeing how all the parts connect to a single big idea. They do best with a guided summary map or chart.	Your child is just starting to learn this skill. They have trouble figuring out what an informational page or report is mostly about. They need lots of teacher support, picture sorting games, and guided talking time to name even a single supporting fact.	No evidence obtained



READING - LITERATURE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Ask and answer questions to demonstrate understanding of a grade level text	Your child is a master theme analyzer! They don't just find the big moral or lesson in a story; they can explain exactly how different character choices and turning points work together to prove that lesson. They can also quickly tell the difference between a major breakthrough and an extra, "just-for-fun" detail.	Your child successfully meets the goal. After reading a story, fable, or myth, they can easily tell you the "big lesson" or moral. They can also look back at the pages to pick out the exact character choices and key events that support, prove, and teach that lesson from start to finish.	Your child is very close to the goal. They can remember exciting parts and character choices from the book, but they sometimes get hyper-focused on one fun event instead of seeing how all the parts connect to a single big lesson. They do best with a guided summary map or a theme chart	Your child is just starting to learn this skill. They have trouble figuring out what a story teaches or what a character learned. They need lots of teacher support, picture sorting games, and guided talking time to name even a single event that connects to a lesson.	No evidence obtained
Identify and describe the key details of characters and setting in a text	Your child is an exceptional, advanced reader! They read and completely understand complex chapter books and dense literary stories meant for older students. They can independently handle difficult storytelling layouts, track hidden character motivations, and connect deep themes across different chapters completely on their own.	Your child successfully meets the goal. They can independently read and fully understand third-grade chapter books, short plays, and poems. They can track the beginning, middle, and end of a plot, explain a character's traits, and easily summarize what the story is about without needing a teacher to explain it to them.	Your child is very close to the goal. They can read and understand simpler third-grade stories, but they get overwhelmed or lose track of meaning when a chapter book is long, uses advanced descriptive language, or has intricate plot twists. They do best with a summary map or pre-reading vocabulary helper.	Your child is just starting to learn this skill. They find it very difficult to read or make sense of third-grade chapter books and read at a much simpler level. They need lots of teacher support, picture-heavy texts, and guided reading to pull meaning from sentences and track who is speaking.	No evidence obtained



READING - LITERATURE

	Exceeds Profienct	Proficient	Approaching Proficient	Emerging	No Evidence
Identify the events that support the main idea, topic or lesson/moral	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 a character's choices at the start caused the main problem in the middle and led to the exact ending.	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 all the major events in the correct 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 pictures or use a sequencing map to help them retell the beginning, middle, and end correctly.	Your child is just starting to learn this skill. They have trouble remembering what happened in 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 in a line.	No evidence obtained



READING - LITERATURE

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Read and comprehend grade level text independently	<p>Your child is an exceptional, advanced reader! They read and completely understand complex chapter books and dense literary stories meant for older students. They can independently handle difficult storytelling layouts, track hidden character motivations, and connect deep themes across different chapters completely on their own.</p>	<p>Your child successfully meets the goal. They can independently read and fully understand third-grade chapter books, short plays, and poems. They can track the beginning, middle, and end of a plot, explain a character's traits, and easily summarize what the story is about without needing a teacher to explain it to them.</p>	<p>Your child is very close to the goal. They can read and understand simpler third-grade stories, but they get overwhelmed or lose track of meaning when a chapter book is long, uses advanced descriptive language, or has intricate plot twists. They do best with a summary map or pre-reading vocabulary helper.</p>	<p>Your child is just starting to learn this skill. They find it very difficult to read or make sense of third-grade chapter books and read at a much simpler level. They need lots of teacher support, picture-heavy texts, and guided reading to pull meaning from sentences and track who is speaking.</p>	No evidence obtained
Recount stories with details using accurate sequencing (beginning, middle, end)	<p>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 a character's choices at the start caused the main problem in the middle and led to the exact ending.</p>	<p>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 all the major events in the correct order.</p>	<p>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 the beginning, middle, and end correctly.</p>	<p>Your child is just starting to learn this skill. They have trouble remembering what happened in 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 in a line.</p>	No evidence obtained



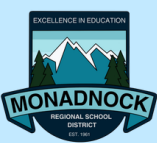
MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Round whole numbers to the nearest 10 or 100	Your child is a rounding master! They easily round huge four-digit numbers completely on their own. They show a deep understanding of place value by working backward to solve tricky math puzzles, like figuring out every secret number that could round to a specific target.	Your child successfully meets the goal. They can look at any number up to 999 and round it perfectly to the nearest ten or hundred. They understand how numbers sit between tens or hundreds and can explain why a number climbs up or slides down based on real place-value rules.	Your child is very close to the goal. They can round numbers correctly if they have a visual number line to look at. However, without a chart, they get easily confused about which digit to check, especially when a number lands exactly on a midpoint like 5 or 50.	Your child is just starting to learn this skill. They are working on identifying the tens and hundreds that surround a number. They need lots of teacher support, actual base-10 blocks to build piles, and guided number line games to see which landmark number is closer.	No evidence obtained
Use place value to fluently add and subtract within 1000	Your child is an addition and subtraction expert with numbers up to 1000! They solve huge problems instantly in their head using clever math shortcuts (like shifting both numbers to make a subtraction problem easier) and can easily solve tricky balance puzzles without needing to write out long columns.	Your child successfully meets the goal. They can add and subtract any three-digit numbers up to 1000 accurately. They know exactly how to bundle 10 ones or 10 tens when adding, and how to un-bundle a ten or a hundred when subtracting, navigating tricky zeros in the middle of a number with zero mistakes.	Your child is very close to the goal. They are excellent at adding and subtracting large numbers when the digits fit nicely. However, they get easily confused when a problem requires two trades in a row or has a zero in the middle. They often get digits mixed up and need a place-value grid or drawing to find the mistake.	Your child is just starting to learn this skill. When given a three-digit problem, they treat each column like a separate small number and don't know how to trade between columns, often just taking the smaller number away from the bigger one. They need lots of teacher support and hands-on block practice.	No evidence obtained



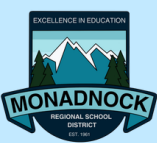
MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN -

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand and model fractions	<p>Your child is a fraction master! They can model tricky fractions that go past one whole (like $\frac{5}{3}$) on a number line. They also understand that a fraction's real size changes depending on the object, like how half of a giant pizza is bigger than half of a small snack.</p>	<p>Your child successfully meets the goal. They understand that a fraction is made of equal pieces of a whole. They can look at a fraction, name the top and bottom numbers, and draw neat circle models, tape diagrams, or number lines to show exactly what that fraction looks like.</p>	<p>Your child is very close to the goal. They know the basic idea of fractions, but they struggle to partition shapes or lines accurately on their own, often drawing uneven slices. They also get confused about whether to count the tick marks or the spaces on a number line helper.</p>	<p>Your child is just starting to learn this skill. They see a fraction like $\frac{1}{4}$ and think it just means a "1" and a "4" instead of one fourth of an object. They need lots of teacher support, actual plastic fraction tiles to snap together, and fair-share games.</p>	No evidence obtained
Recognize and generate simple equivalent fractions	<p>Your child is an equivalent fraction master! They can quickly find matching fractions for large numbers and values greater than one whole. They can work backward to solve missing number puzzles in equivalent equations and easily prove why two fractions match, even on completely different shapes.</p>	<p>Your child successfully meets the goal. They can find different fraction names for the same amount, like knowing that $\frac{2}{4}$ is the same as $\frac{1}{2}$. They can draw neat shapes or number lines to show and prove to a partner that both fractions take up the exact same amount of space.</p>	<p>Your child is very close to the goal. They can spot matching fractions if they have a pre-made fraction wall or shaded charts to look at. However, without a ready-made picture, they find it hard to write equivalent fractions or draw their own matching shapes precisely.</p>	<p>Your child is just starting to learn this skill. They look only at the whole numbers inside a fraction and get confused, thinking a fraction with bigger numbers is always a bigger pile. They need lots of teacher support, plastic fraction tiles to lay on top of each other, and basic fair-share matching games.</p>	No evidence obtained



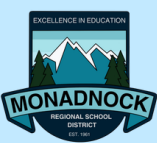
MATHEMATICS - NUMBER AND OPERATIONS IN BASE TEN - FRACTIONS

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Compare fractions	<p>Your child is an advanced fraction critic! They can compare tricky fractions with completely different numbers by using smart benchmarks like "halfway" or "one whole." They also catch trick questions, pointing out that half of a small item cannot be compared to half of a huge item.</p>	<p>Your child successfully meets the goal. They can look at two fractions that have either the same top number or the same bottom number and tell you which is larger. They use math signs ($>$, $<$, $=$) perfectly and draw neat pictures to prove why a fraction has bigger or smaller slices.</p>	<p>Your child is very close to the goal. They are great at comparing fractions when the bottom numbers match. However, when the top numbers match, they get tricked by the bottom number, thinking a bigger number always means a bigger piece. They need physical fraction strips to check their work.</p>	<p>Your child is just starting to learn this skill. They look at a fraction like a pile of regular whole numbers and guess which is bigger based on which digits look larger. They need lots of teacher support, plastic fraction circles to hold, and simple fair-share games to see piece sizes.</p>	No evidence obtained
Recognize whole numbers as fractions	<p>Your child is a whole-number fraction master! They can look at large numbers or tricky fractions and instantly figure out how many wholes are hiding inside them. They can work backward to solve missing number math puzzles (like figuring out the top number when the bottom number is 3 and the answer is 5) completely on their own.</p>	<p>Your child successfully meets the goal. They understand that whole numbers can wear "fraction outfits." They know that writing a 1 on the bottom means you have whole, uncut objects (like $3 = \frac{3}{1}$), and they can look at a fraction like $\frac{6}{2}$, count the halves, and tell you that it equals exactly 3 wholes.</p>	<p>Your child is very close to the goal. They are great at matching fractions that equal exactly 1 whole. However, when a fraction represents 2 or 3 wholes (like $\frac{4}{2}$), they get easily confused and need a visual number line or drawing helper to see how the pieces group together into whole items.</p>	<p>Your child is just starting to learn this skill. They see a fraction like $\frac{3}{1}$ and think it just means the number 31 or a regular fraction less than one whole. They need lots of teacher support, plastic fraction circles to physically snap together, and guided practice to see how whole items can be written as fractions.</p>	No evidence obtained



MATHEMATICS - OPERATIONS AND ALGEBRAIC THINKING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Use strategies to solve basic multiplication facts to 100	<p>Your child is a multiplication master! They don't just memorize math facts; they understand the structural shortcuts behind them. They can easily solve advanced facts past twelve and work backward to fix tricky algebra balance equations completely on their own in their head.</p>	<p>Your child successfully meets the goal. They know their multiplication facts up to 100 and solve them quickly. If they hit a hard fact, they don't get stuck; they use smart mental strategies, like breaking a big number into two easier "friendly" facts, to find the right answer independently.</p>	<p>Your child is very close to the goal. They are excellent at counting by 2s, 5s, and 10s to solve simple problems. However, they get stuck on harder facts like 7s or 8s, often losing track of their count or needing to draw out rows of dots one by one. They do best with a grid chart helper.</p>	<p>Your child is just starting to learn this skill. They see a multiplication sign and treat it like an addition sign, or they get overwhelmed and have to draw out every single item from the beginning to count them all up. They need lots of teacher support, real blocks to sort, and basic matching games.</p>	No evidence obtained
Use strategies to solve basic division problems to 100	<p>Your child is a division master! They don't just solve facts; they understand the structural engineering behind numbers. They can easily divide larger numbers past 100 in their head and work backward to fix complex algebraic equations completely on their own.</p>	<p>Your child successfully meets the goal. They know their division facts up to 100 and solve them quickly. If they hit a hard fact, they don't get stuck; they use smart mental strategies, like turning the division problem into a missing-number multiplication puzzle that they already know by heart.</p>	<p>Your child is very close to the goal. They are excellent at dividing by 2, 5, and 10 because they can count backward easily. However, they get stuck on harder facts like dividing by 7 or 8, often losing track of their count or needing to sketch out groups and circles one by one. They do best with a grid chart helper.</p>	<p>Your child is just starting to learn this skill. They see a division sign and treat it like a subtraction sign, or they get overwhelmed by the large number and just draw random lines, making it hard to find fair shares. They need lots of teacher support, plastic chips to pass out into cups, and basic matching games</p>	No evidence obtained



MATHEMATICS - OPERATIONS AND ALGEBRAIC THINKING

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Solve multistep word problems using the four operations	Your child is a word problem genius! They can read tricky story problems with three or more steps and easily figure out the exact order of math operations to use. They write advanced equations using letters for mystery numbers and can estimate a smart answer range in their head before they even start calculating.	Your child successfully meets the goal. They can read a math story that has two separate steps (like multiplying first, then subtracting) and solve it accurately. They can write a clean number sentence using a letter (like (x)) for the mystery number and check their work using rounding to ensure their answer makes sense.	Your child is very close to the goal. They are great at the individual math steps, but they get tangled up when trying to figure out which step to do first when reading a long story. They often forget to use a letter for the hidden number and don't notice if their final answer is impossibly large or small.	Your child is just starting to learn this skill. When they see a long story problem with big numbers, they get overwhelmed, pick out random numbers, and guess whether to add or multiply. They need lots of teacher support, physical drawings, and acting-out games to break down one small step at a time.	No evidence obtained



MATHEMATICS - GEOMETRY

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Recognize and understand the defining attributes of 2 and 3 dimensional shapes	Your child is a geometry expert! They can think deeply about how flat shapes and solid structures are related. They don't just name shapes; they can explain how shapes belong to larger "math families" (like how a square is a special type of rectangle and quadrilateral) and can sort shapes using advanced categories completely on their own.	Your child successfully meets the goal. They can sort and draw shapes by counting their sides, checking their angles, and looking for matching opposite sides. They know that squares, rectangles, and rhombuses are all part of the 4-sided "quadrilateral" family, and they can draw a wacky 4-sided shape that isn't any of those.	Your child is very close to the goal. They know the basic names of shapes, but they get confused if a shape is turned a weird way or if you ask what two different shapes have in common. They struggle to see how a square fits into the rectangle family and need a visual checklist to help them sort accurately.	Your child is just starting to learn this skill. They are working on looking at basic lines and corners. They need lots of teacher support, actual 3D blocks to hold, and simple matching games to learn what makes a shape unique instead of guessing by color or size.	No evidence obtained
Partition shapes into equal parts to represent unit fractions	Your child is a fraction area expert! They can split shapes into equal parts using creative or unusual lines. They completely understand that two fractional pieces can look totally different (like a square and a triangle) but still be the exact same unit fraction because they take up the same amount of space.	Your child successfully meets the goal. They can draw straight lines to cut shapes into equal-sized pieces like halves, thirds, fourths, sixths, or eighths. They know that each individual piece represents a "unit fraction" and can label a single piece correctly using a fraction code like $\frac{1}{4}$.	Your child is very close to the goal. They can partition shapes correctly into simpler fractions like halves. However, when drawing trickier fractions like thirds or sixths, their lines get crooked and make uneven pieces. They need a grid paper helper to make sure all the areas are perfectly fair and equal.	Your child is just starting to learn this skill. When asked to share a shape, they draw random lines everywhere without making the pieces equal in size. They need lots of teacher support, paper-folding activities, and plastic fraction tiles to learn how equal parts make a whole.	No evidence obtained



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Measure objects using standard units to the nearest quarter inch and half centimeter	Your child is a measurement master! They can measure items precisely down to tiny line markings on a ruler. They don't just find lengths; they can easily subtract or add fractions in their head to compare sizes and fix broken graphs completely on their own.	Your child successfully meets the goal. They can use a ruler to find lengths accurately down to the nearest quarter inch or half centimeter. They line up the "0" mark perfectly at the edge of an item and write down the final measurement using correct fractions and units.	Your child is very close to the goal. They know how to use a ruler, but they make small tracking mistakes like starting at the very physical edge of the plastic instead of the "0" line, or getting confused when counting the medium-sized quarter-inch lines.	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, simplified custom rulers with huge numbers, and guided practice to see how a ruler lines up to an edge.	No evidence obtained
Understand concept of area	Your child is an area expert! They don't just count squares; they understand that area is the total flat space inside any shape, even weird, irregular ones. They can explain how breaking a shape apart and rebuilding it keeps the same area, and they know exactly how changing the size of the square grid changes their final answer.	Your child successfully meets the goal. They understand that area means measuring the flat surface inside a shape. They know that a "unit square" is a perfect square tool used to measure space, and they can completely fill a rectangle with these squares—leaving no gaps and overlapping no edges—to find the correct total area.	Your child is very close to the goal. They are great at counting squares on a pre-drawn graph paper grid to find the answer. However, when they have to place the tile pieces themselves, they leave empty holes or stack the edges. They also sometimes confuse counting the flat inside space with the outer border lines.	Your child is just starting to learn this skill. They find it hard to track the flat space inside a shape. They need lots of teacher support, big plastic square blocks to play with, and guided matching games to see how building rows of blocks fills up a flat tabletop.	No evidence obtained



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Understand concept of perimeter	<p>Your child is a perimeter expert! They don't just add sides; they understand the structural laws of boundaries. They can work backward to find missing side lengths on tricky shapes and easily design different rectangles that have the exact same outer border but completely different inside spaces.</p>	<p>Your child successfully meets the goal. They understand that perimeter means measuring the exact distance all the way around the outside edge of a shape. They can add up all the side lengths to find the total border, and they can work backward to find one missing side if they already know the total perimeter.</p>	<p>Your child is very close to the goal. They are great at adding up the numbers around a shape if every side is clearly labeled. However, if a side is missing a number or if a shape is drawn on grid paper, they get easily confused and start counting the inside flat squares instead of the outer path lines.</p>	<p>Your child is just starting to learn this skill. They find it hard to trace around the outer edge of a drawing. They need lots of teacher support, actual string or plastic fences to push around a toy yard, and guided practice to see how tracing a border matches up to a number scale.</p>	No evidence obtained
Measure and estimate liquid volume and mass	<p>Your child is a mass and volume expert! They can estimate how heavy or how full abstract objects are with incredible accuracy. They solve tricky math stories using grams, kilograms, or liters, and they can easily explain how large units break down into smaller ones to solve advanced science and math puzzles.</p>	<p>Your child successfully meets the goal. They can use tools like scaled beakers to measure liquid in liters or balances to weigh items in grams and kilograms. They can make smart guesses about weights and volumes and solve math story problems when adding, subtracting, multiplying, or dividing metric amounts.</p>	<p>Your child is very close to the goal. They can read weight scales and beakers if the numbers are written right next to the lines. However, they get easily confused when a scale counts by 10s, 50s, or 100s and a line falls in between the numbers. They also mix up liquid volume words with weight words.</p>	<p>Your child is just starting to learn this skill. They are working on looking at how full a cup is or how heavy an item feels. They need lots of teacher support, actual water to pour into labeled cups, and real physical weights to hold so they can feel the difference between a gram and a kilogram.</p>	No evidence obtained



MATHEMATICS - MEASUREMENT AND DATA

	Exceeds Proficient	Proficient	Approaching Proficient	Emerging	No Evidence
Tell and write time to the nearest minute	<p>Your child is an advanced time-telling expert! They read any clock down to the exact minute instantly. They can easily solve tricky time puzzles in their head—like working backward or forward across hours to figure out exactly when an event started or ended—completely on their own.</p>	<p>Your child successfully meets the goal. They can look at any clock and tell you the exact time down to the precise minute (like 2:43 or 5:17). They can also add or subtract minutes to solve everyday story problems, like finding out what time a 35-minute recess will end.</p>	<p>Your child is very close to the goal. They are excellent at reading clocks if the long hand points directly to a big number. However, they get easily confused when counting the tiny individual minute lines in between or get tricked by the hour hand right 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 minute hand and the short hour hand. They need lots of teacher support, interactive plastic clocks to turn, and guided matching games to practice basic time concepts.</p>	No evidence obtained
Organize, create, and interpret data using various graphs	<p>Your child is a data expert! They can gather information, build clear graphs, and use tricky keys where one symbol stands for an unusual number of votes. They can solve complicated, multi-step math stories by combining and comparing multiple categories to explain hidden patterns.</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 sports). They look closely at the scale or key (like knowing each block stands for 5 votes) to count totals and solve multi-step comparison puzzles correctly.</p>	<p>Your child is very close to the goal. They are great at reading simple graphs where every block equals 1 vote. However, when a graph counts by 2s, 5s, or 10s, they forget to multiply and just count the raw blocks instead. They need a scale helper reminder to find the true numbers.</p>	<p>Your child is just starting to learn this skill. They are working on sorting objects into separate piles. They need lots of teacher support, actual toys to sort into cups, and guided matching games to practice counting up simple groups and placing them onto a basic picture chart.</p>	No evidence obtained