

Grading Benchmarks – Grade One

Language Arts Literacy
Foundational Reading

1. Demonstrates understanding of features of print and recognizes distinguishing features of a sentence (L.RF.1.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
1	Student is unable to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence) - Receives fewer than 9 points on Concepts of Print Assessment	With prompting and support, student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence) - Receives 10 to 16 points on Concepts of Print Assessment.	Student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence) - Receives 16-20 points on Concepts of Print Assessment.	Student is able to independently and consistently: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence) - Receives 21-22 or more points on Concepts of Print Assessment
2	Student is unable to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement) - Receives fewer than 15 points on Concepts of Print Assessment	With prompting and support, student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement) - Receives 15-21 points on Concepts of Print Assessment	Student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement) - Receives 22 points on Concepts of Print Assessment.	Student is able to independently and consistently: Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement)

3	Student is unable to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement, complete sentence) - Receives fewer than 15 points on Concepts of Print Assessment.	With prompting and support, student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement, complete sentence) - Receives 15 - 21 points on Concepts of Print Assessment	Student is able to: - Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement, complete sentence) - Receives 22 points on Concepts of Print Assessment.	Student is able to independently and consistently: Recognize and understand the distinguishing features of a sentence (first word, capitalization, ending punctuation in a sentence, subject-verb agreement, complete sentence)
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2. Demonstrates mastery of spoken words, syllables and sounds (L.RF.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
All	Student is unable to: - Distinguish long from short vowel sounds in spoken single syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	With prompting and support, student is able to: - Distinguish long from short vowel sounds in spoken single syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. - Segment spoken single syllable words into their complete sequence of individual sounds (phonemes).	Student is able to: - Distinguish long from short vowel sounds in spoken single syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Student independently and consistently: - Distinguish long from short vowel sounds in spoken single syllable words. - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single syllable words. - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

3. Knows and applies grade-level phonics and word analysis skills when decoding words including high-frequency words and patterns of irregularity (L.RF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: - Recognizes short vowels when reading regularly spelled one- syllable words. - Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). - Decodes regularly spelled one- syllable words - Knows final -e conventions for representing long vowel sounds - Student recognizes 75% or fewer of the kindergarten high-frequency words and grade-level irregular words with automaticity (e.g. fly, walk, old). - Recognizes the parts of high frequency words that are regular and the parts that are irregular.	With prompting and support, student is able to: - Recognizes short vowels when reading regularly spelled one-syllable words. - Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). - Decodes regularly spelled one-syllable words - Knows final -e conventions for representing long vowel sounds - Student recognizes 100% of the kindergarten high- frequency words and 19 or fewer of the Grade One high frequency words and gradelevel irregular words with automaticity (e.g. fly, walk, old). - Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student consistently: - Recognizes short vowels when reading regularly spelled one-syllable words. - Knows the spelling-sound correspondences for common consonant digraphs: ck, qu, nk,ng,th,sh,ch,wh (two letters that represent one sound). - Decodes regularly spelled one-syllable words - Knows final -e conventions for representing long vowel sounds - Student recognizes 100% of the kindergarten high- frequency words and 20-37 of the Grade One high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). - Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student independently and consistently: - Knows spelling-sound correspondences for common vowel teams. - Decodes regularly spelled twosyllable words with long vowels. - Decodes words with common prefixes and suffixes. - Identifies words above grade level with inconsistent but common spelling-sound correspondences. - Recognizes and reads above grade-appropriate irregularly spelled words. - Student recognizes 100% of the kindergarten high frequency words and more than 37 of the Grade One high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). - Recognizes the parts of high frequency words that are regular and the parts that are irregular.

2	Student is unable to: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound • Student recognizes 100% of the kindergarten high- frequency words and 24 or fewer of the Grade One sight/high frequency words and grade-level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	With prompting and support, student is able to: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound • Student recognizes 100% of the kindergarten high- frequency words and 25-50 of the Grade One high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student consistently: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs. • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds (ee, ea, ai, ay, oa, ow) • Knows “r” controlled vowels • Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound • Student recognizes 100% of the kindergarten high- frequency words and 51-76 of the Grade One sight/high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student independently and consistently: • Knows spelling-sound correspondences for common vowel teams. • Decodes regularly spelled two-syllable words with long vowels. • Decodes words with common prefixes and suffixes. • Identifies words above grade level with inconsistent but common spelling-sound correspondences. • Recognizes and reads above grade-appropriate irregularly spelled words. • Student recognizes 100% of the kindergarten high-frequency words and more than 76 of the Grade One sight/high frequency words and grade-level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.
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3	Student is unable to: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel • Student recognizes 100% of the kindergarten high frequency words and 88 or fewer of the Grade One high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	With prompting and support, student is able to: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel • Student recognizes 1000% of the kindergarten high frequency words and 89 – 100 of the Grade One high- frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student consistently: • Knows the spelling-sound correspondences for common consonant digraphs and diphthongs • Decodes regularly spelled one-syllable words • Knows final -e and common vowel team conventions for representing long vowel sounds • Knows “r” controlled vowels • Knows “Y” as a vowel • Student recognize 100% of the kindergarten high frequency words and 101115 of the Grade One high- frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.	Student independently and consistently: • Knows spelling-sound correspondences for common vowel teams. • Decodes regularly spelled two syllable words with long vowels. • Decodes words with common prefixes and suffixes. • Identifies words above grade level with inconsistent but common spelling-sound correspondences. • Student recognizes 100% of the kindergarten high- frequency words, 100% of the Grade One high-frequency words, and Grade Two high frequency words and grade level irregular words with automaticity (e.g. fly, walk, old). • Recognizes the parts of high frequency words that are regular and the parts that are irregular.
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Reads grade level with accuracy and fluency to support comprehension. (L.RF.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is reading below F&P Instructional Level E	Student is reading at F&P Instructional Level E	Student is reading at F&P Instructional Level F	Student is reading at F&P Instructional Level G or higher
2	Student is reading below F&P Instructional Level G	Student is reading at F&P Instructional Level G	Student is reading at F&P Instructional Level H	Student is reading at F&P Instructional Level I or higher
3	Student is reading below F&P Instructional Level I	Student is reading at F&P Instructional Level I	Student is reading at F&P Instructional Level J	Student is reading at F&P Instructional Level K or higher

Reading Literature**1. Asks and answers questions to demonstrate understanding of a literary text (RL.CR.1.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to answer questions about key details in the text (e.g. who, what, where, when, why, how).	Student is beginning to use the text to answer literal questions about key details in the text (e.g. who, what, where, when, why, how).	Student consistently answers questions about key details in the text (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in the text (e.g. who, what, where, when, why, how).
2	Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how).	With teacher prompting and support, student answers questions about key details in grade level texts or below level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how).
3	Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how).	With teacher prompting and support, student answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how).

2. Identifies and describes narrator’s point of view, characters, settings, and major events in a story using key details (RL.IT.1.3; RL.TS. 1.4, RL.PP.1.5, RL.MF.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and direct questions student can sometimes: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With prompting and direct questions student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With little or no prompting, student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	Without prompting, in above grade-level text, student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the major events (Plot) • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts

2	With prompting and direct questions student can sometimes: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the major events (Plot) • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With prompting and direct questions Student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With little or no prompting student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	Without prompting, in above grade-level text, student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify author's purpose • Identify cause and effect • Identify who is telling the story at various points in a text • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts
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3	With prompting and direct questions student can sometimes: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify author's purpose • Sometimes identify cause and effect • Identify who is telling the story at various points in a text • Use illustrations and details in a story to describe its characters, settings, or events • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With prompting and direct questions Student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify author's purpose • Identify cause and effect • Identify who is telling the story at various points in a text • Use illustrations and details in a story to describe its characters, settings, or events • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	With little or no prompting student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify the problem and solution • Identify author's purpose • Identify cause and effect • Identify who is telling the story at various points in a text • Use illustrations and details in a story to describe its characters, settings, or events • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts	Without prompting, in above grade-level text, student can: • Use illustrations and details to describe the characters, the setting (when and where), and major events • Identify author's purpose • Identify cause and effect • Identify who is telling the story at various points in a text • Use illustrations and details in a story to describe its characters, settings, or events • Explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts
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3. Describes story elements using key details to demonstrate understanding of the central message (RL.CI.1.2, RL.MF.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Student attempts to determine the central message(s); however, the central message may be stated incorrectly or may be missing. - Student is unable to retell a sequence of events in literary - Student is unable or rarely able to distinguish between - information provided by pictures and information provided by words in a text	- Student identifies the central message(s) and includes some supporting details. - Student is beginning to retell a sequence of events in literary texts - Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text	- Student identifies the central message(s) correctly and includes many supporting details. - Student retells a sequence of events in literary texts - Student consistently distinguishes between information provided by pictures and information provided by words in a text	- Student clearly and accurately identifies the central message(s) and includes most of the relevant and supporting details. - Student retells a sequence of events in literary texts - Student consistently distinguishes, in above grade- level text, between information provided by pictures and information provided by words

4. Compares and contrasts characters and events within two literary texts (RL.CT.1.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Within two literary texts on the same topic, student does not: • Student does not make text-self to text-to-world connections using background knowledge. • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between characters	With prompting and support, using two literary texts on the same topic, student: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters	Within two literary texts on the same topic, student consistently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters	Within two literary above grade level texts, student consistently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes inferences about characters and events using text clues and illustrations. • Identifies relationships between characters
3	• Student is unable to compare and/or contrast two or more characters or events in text. • Student is unable to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student cannot consider how the story would change with different endings and setting.	• With prompting and support, student is beginning to compare and/or contrast two or more characters or events in text. • Student is beginning to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student attempt to consider how the story would change with different endings and setting.	• Student consistently compares and/or contrasts two or more characters or events in text. • Student uses details from the text and illustrations to make connections • Student considers how the story would change with different endings and setting.	In above grade level text, student: • Independently, student consistently compares and/or contrasts two or more characters or events in text. • Student makes sophisticated inferences about characters and events using text clues and illustrations. • Student develops unique and creative alternate endings and settings.

READING INFORMATIONAL**1. Asks and answers questions to demonstrate understanding of an informational text (RI.CR.1.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to answer questions about key details in the text (e.g. who, what, where, when, why, how).	Student is beginning to use the text to answer literal questions about key details in the text (e.g. who, what, where, when, why, how).	Student consistently answers questions about key details in the text (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in the text (e.g. who, what, where, when, why, how).
2	Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how).	With teacher prompting and support, student answers questions about key details in grade level texts or below level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how).
3	Student is rarely able to ask or answer questions about key details in the text (e.g. who, what, where, when, why, how)..	With teacher prompting and support, student answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in grade level texts (e.g. who, what, where, when, why, how).	Student consistently asks and answers questions about key details in above grade level texts (e.g. who, what, where, when, why, how).

2. Determines the main idea, supporting details and inferences of the text (RI.CI.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	• Student attempts to identify the main idea (s); however, the main idea may be stated incorrectly or may be missing. • Student is unable to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how) • Student is unable to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea (s) and includes some supporting details. • With support, student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • With support, student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea(s) correctly and includes many supporting details. • Student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. • Student is able to retell a series of key details in above grade level informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in above level text and explain how that information is applied.

2	• Student identifies the main idea(s); however, the main idea may be stated incorrectly, May contain few, incorrect or irrelevant supporting details. • Student is unable to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • Student is unable to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea(s) and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies. • With support, student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • With support, student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Student identifies the main idea(s) correctly and includes many supporting details. Response is stated mostly in the student's own words. May contain minor inaccuracies. • Student is able to retell a series of key details in informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• In above grade level text, student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. Response is stated in the student's own words. • Student is able to retell a series of key details in above grade level informational texts (e.g. who, what, where, whey, why, how). • Student is able to identify the reasons an author gives to support points in above level text and explain how that information is applied.
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3	• Fails to make an inference, or makes an inference which is illogical or irrelevant • Student is unable to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • Student is unable to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Makes a general inference about character(s) and/or event(s) with few/no supporting details or uses irrelevant details. • With support, student is able to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • With support, student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• Makes a general inference about character(s) and/or events(s) with some supporting details or uses irrelevant details. • Student is able to retell a series of key details in informational texts (e.g. who, what, where, when, why, how). • Student is able to identify the reasons an author gives to support points in a text and explain how that information is applied.	• In above grade level texts, student makes logical and relevant inferences about character(s) and/or event(s). Details from the reading support the inferences made. • Student is able to retell a series of key details in above-grade level informational texts (e.g. who, what, where, when, why, how). • Student is able to identify the reasons an author gives to support points in above level text and explain how that information is applied.
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3. Uses text features (e.g. headings, table of contents, glossaries, etc.) to locate information and accurately identify text details, such as compare and contrast or cause and effect (RI.IT.1.3, RI.TS.1.4, RI. PP.1.5, RI.MF.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Student is unable to describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause effect and compare-contrast relationships) within a text. - Student is unable to explain major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text. - Student rarely identifies text features and is unable to explain key ideas. - Student is unable to distinguish between information provided by the pictures or other illustrations and information provided by the words in a text.	- Student is beginning to describe relationships among pieces of information (e.g. sequence of events, steps in a process, cause effect and compare-contrast relationships) within a text. - With support, student is able to explain major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text - Student is beginning to identify and understand how text features are used to make meaning. - With support, student is able to distinguish between information provided by the pictures or other illustrations and information provided by the words in a text.	- Student describes relationships among pieces of information (e.g. sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text. - Student is able to explain major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text. - Student identifies and understands how text features are used to make meaning (including captions, bold print, illustrations, charts and graphs). Student is able to distinguish between information provided by the pictures or other illustrations and information provided by the words in a text	- Student consistently describes relationships among pieces of information (e.g. sequence of events, steps in a process, cause effect and compare-contrast relationships) within a text. - In above grade level texts, student is able to explain major differences between books that tell stories and books that give information, identifying various text features to locate key facts or information in a text. - Unprompted, student references (verbal or written) text features to explain and gain meaning of the text. - Unprompted, student is unable to distinguish between information provided by the pictures or other illustrations and information provided by the words in a text.

4. Compares and contrasts the informational elements of two texts on the same topic (RI.CT.1.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Within two informational texts on the same topic, student does not: • Student does not identify similarities and differences between characters, experiences, descriptions, procedures or events using text clues and illustrations. • Student does not identify relationships between characters.	With prompting and support, using two informational texts on the same topic, student • Student does not identify similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies basic relationships between characters.	Within two information texts on the same topic, student consistently • Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies relationships between characters.	Within two informational above grade level texts, student consistently: • Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies and draws conclusions from relationships between characters.

3	Within two informational texts on the same topic, student does not: • Student does not identify similarities and differences between characters, experiences, descriptions, procedures or events using text clues and illustrations. • Student does not identify relationships between characters.	With prompting and support, using two informational texts on the same topic, student • Student does not identify similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies basic relationships between characters.	Within two information texts on the same topic, student consistently • Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies relationships between characters.	Within two informational above grade level texts, student consistently: • Student identifies similarities and differences between characters, experiences, descriptions, procedures, or events using text clues and illustrations. • Student identifies and draws conclusions from relationships between characters.
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WRITING/LANGUAGE**1. Demonstrates command and use of the conventions of writing (grammar, syntax, punctuation) (L.WF.1.1, L.WF.1.3, L.KL.1.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely applies grade level grammar/usage including: • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words • Producing writing	Student is beginning to apply grade level grammar/usage including: • Writes the upper and lowercase alphabets from memory • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words • Uses end punctuation	Student consistently applies grade level grammar/usage including: • Writes the upper and lowercase alphabets from memory • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words • Use of end punctuation is inconsistent • Attempts to use commas	Student consistently applies above grade level grammar/usage including: • Writes the upper and lowercase alphabets from memory • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words • Uses end punctuation consistently • Uses commas in dates and to separate words in a sentence, I, dates, and names of people

2	Student rarely applies grade level grammar/usage as listed in the 1st Trimester plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses end punctuation • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)	Student is beginning to apply grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Use of end punctuation is inconsistent • Attempts to use commas • Capitalizes first words in a sentence and I • Uses a variety of sentences (simple, compound, declarative,	Student consistently applies grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses end punctuation consistently • Uses commas in dates and to separate words in a series • Capitalizes first words in a sentence and I • Includes determiners (this, that,	Student consistently applies above grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses end punctuation consistently • Uses commas in dates and to separate single words in a series • Capitalizes first words in a sentence and I, dates, and names of people
		interrogative, imperative, Exclamatory) Use of end punctuation is inconsistent	these, those) and prepositions • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)	• Includes determiners (this, that, these, those) and prepositions • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)

3	Student rarely applies grade level grammar/usage as listed in the 1st and 2nd Trimesters plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because). - Uses end punctuation. - Uses commas. - Follows capitalization rules.	Student is beginning to apply grade level grammar/usage as listed in the 1st and 2nd Trimesters plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because). - Uses end punctuation inconsistently. - Attempts to use commas. - Capitalizes first words in a sentence and I.	Student consistently applies grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because). - Uses correct end punctuation consistently. - Uses commas in dates and to separate single words in a series. - Capitalizes first words in a sentence, I, dates, and the names of people.	Student consistently applies above grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because). - Uses end punctuation appropriately. - Uses commas in dates, to separate single words in a series, and in greeting and closing of letters. - Uses apostrophes to form contractions and frequently occurring possessives. - Capitalizes first words in a sentence, I, dates, and names of people, holidays, product nouns, and geographic names.
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2. Demonstrates command of the conventions of encoding and spelling (L.WF.1.2, L.KL.1.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Displays partial mastery of weekly spelling tests - Numerous spelling errors that detract from meaning - Does not spell high frequency words correctly - Does not attempt to spell untaught words through application of phonic skills and spelling strategies	- Display partial mastery of weekly spelling tests - Patterns of spelling errors that begin to interfere with meaning - Attempts to spell high frequency words correctly - Attempts to spell untaught words with lack of phonemic awareness and spelling strategies	- Consistently masters weekly spelling tests with 90% -95% accuracy - Applies spelling patterns; some errors do not interfere with meaning - Spells most high frequency words correctly - Attempts to spell untaught words phonetically	- Consistently masters weekly spelling tests with 100% accuracy - Transfers spelling patterns; few errors do not interfere with meaning & attempts to use spelling patterns for complex words - Spells high frequency words correctly - Spells untaught words phonetically with minimal errors

3. Demonstrates and uses grade-level appropriate vocabulary (L.VL.1.2; L.VI.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With guidance and support, the student is beginning to recognize and understand grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud. Unable to read learned vocabulary consistently. Little or no understanding of the words.	- Student often recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud - Reads learned vocabulary accurately. Limited or inconsistent understanding of those words.	- Student consistently recognizes and understands grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud. Student - Reads learned vocabulary accurately and understands the meaning of those words..	- Student consistently recognizes and applies above-grade level appropriate vocabulary words through direct instruction, concrete experiences, reading, and listening to text read aloud. - Reads learned vocabulary accurately and understands the meaning of these words. Uses context clues to determine the meaning of new words.

4. Develop and strengthen writing by planning, revising, and editing (W.WP.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, student is: - Beginning to add details to writing based on questions and suggestions. - Does not generate ideas or sequence events. - Thinks, sketches or writes a few unrelated ideas. - Unable to self-edit to make corrections.	With guidance and support, student is able to: - Add details to writing based on questions and suggestions. - Focus of the writing is unclear. - No details are evident, or details do not support the topic. - Details lack organization. - Self -edit to make corrections.	Student is able to: - Add details to writing based on questions and suggestions. - Writing has a single focus from beginning to end but may drift. - Few details are included and/or support the topic completely. - Add details are organized with some transition - Self-edit to correct most errors.	Student consistently and independently is able to: - Add details to writing based on questions and suggestions to support the topic. - Self-edit to make corrections. - Revises to clarify and enhance writing. - Writing has a single focus from beginning to end. - Details are organized, transitioning in a logical sequence.
2	With guidance and support, student is beginning to: - Add details to writing based on questions and suggestions • Focus of the writing is unclear. - No details are evident. - Thinks, sketches or writes a few unrelated ideas. - Self-edit to make corrections	With guidance and support, student is able to: - Add details to writing based on questions and suggestions. - A single focus from beginning to end but may drift. - Add few details included and/or support the topic incompletely. - Add details that are organized with some transition. - Self -edit to make corrections.	Student is able to: - Add details to writing based on questions and suggestions. - A single focus from beginning to end. - Add details that support the topic. - Add details that are organized with some transitioning in a logical sequence. - Self-edit to correct errors.	Student consistently and independently is able to: - Add details to writing based on questions and suggestions. - Self-edit to make corrections. - Revises to clarify and enhance writing. - A single focus from beginning to end. - Details that support the topic - Details that are organized, transitioning in a logical sequence.

3	With guidance and support, student is beginning to: • Add details to writing based on questions and suggestions. • Focus of the writing is unclear • No details are evident or details do not support the topic. • Details lack organization. • Self-edit to make corrections.	With guidance and support, student is able to: • Add details to writing based on questions and suggestions. • A single focus from beginning to end but may drift. • Some details included but may not support the topic completely. • Details that are organized with some transition. • Self -edit to make corrections.	Student is able to: • Add details to writing based on questions and suggestions. • Self-edit to correct errors. • Reread and revise own writing to clarify and enhance writing. • A single focus from beginning to end. • Add details that support the topic. • Add details that are organized with transitions in a logical sequence	Student consistently and independently is able to: • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing. • A single focus from beginning to end. • A minimum of four details that support and elaborate on the topic • Details that are organized, transitioning in a smooth and logical sequence
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5. Writes narratives of several complete sentences based on real or imagined experiences or events. (W.NW.1.3)

6. Writes an informational piece to examine a topic and convey ideas and information. (W.IW.1.2)

7. Writes an opinion piece on a topic or text. (W.AW.1.1)

(W.WR.1.5, W.SE.1.6, W.RW.1.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With support and guidance, the student is beginning to produce narrative writing that: • Introduces a topic. • Develops the topic with facts or other information and examples related to the topic. • Provides a conclusion.	With support and guidance, the student produces narrative writing that • Introduces a topic and supports a main idea with some details. • Conveys a clear message with a logical sequence • Begins to display evidence of an author's voice.	Student consistently produces narrative writing that • Focuses on a topic and supports a main idea with some details. • Conveys a clear message with a logical sequence. • Displays evidence of an author's voice.	Student consistently produces narrative writing that • Focuses on a topic and supports a main idea with some details. • Uses interesting and descriptive language to convey a clear message with a logical sequence. • Displays strong evidence of an author's voice.

2	With support and guidance, the student is beginning to produce informational writing that: • focuses on a topic or opinion and is beginning to support a main idea with some details or evidence. • begins to convey a clear message with a logical sequence.	With support and guidance, the student produces informational writing that • focuses on a topic or an opinion and supports a main idea with some details or evidence. • conveys a clear message with a logical sequence • begins to display evidence of an author's voice.	Student consistently produces informational writing that • focuses on a topic or an opinion and supports a main idea with some details or evidence. • conveys a clear message with a logical sequence. • displays evidence of an author's voice	Student consistently produces informational writing that • focuses on a topic or an opinion and supports a main idea with some details or evidence. • uses precise, interesting, and descriptive language to convey a clear message with a logical sequence. • The writing displays strong evidence of an author's voice
3	With support and guidance, the student is beginning to produce opinion writing that: • focuses on a topic or opinion and is beginning to support a main idea with some details or evidence. • begins to convey a clear message with a logical sequence.	With support and guidance, the student produces opinion writing that: • focuses on a topic or an opinion and supports a main idea with some details or evidence. • conveys a clear message with a logical sequence • begins to display evidence of an author's voice	Student consistently produces opinion writing that: • focuses on a topic or an opinion and supports a main idea with some details or evidence. • conveys a clear message with a logical sequence. • displays evidence of an author's voice	Student consistently produces opinion writing that: • focuses on a topic or an opinion and supports a main idea with some details or evidence. • uses precise, interesting, and descriptive language to convey a clear message with a logical sequence. • displays strong evidence of an author's voice

Speaking/Listening

1. Clearly expresses ideas orally (SL.PE. 1.1; SL.II.1.2; SL.PI.1.4; SL.AS.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Student attempts to describe familiar people, places, things and events	• Student describes familiar people, place, things and events and, with prompting and support, provides additional detail	• Student describes people, places, things and events with relevant details, expressing ideas and feelings clearly	• Student tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences

2. Demonstrates listening skills for information and understanding (SL.PE.1.1; SL.ES.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Student requests clarification of a text read aloud or information presented orally or through other media by asking questions • Student asks questions about what a speaker says in order to seek help	• Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood • Student asks about what a speaker says in order to seek help or get information	• Student asks and answers questions about key details in a text read aloud or information presented orally or through another media • Students asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood	• Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media • Student asks and answers questions about what a speaker says in order to clarify comprehension or deepen understanding of a topic or issue

3. Participates in group discussions actively and appropriately (SL.PE.1.1; SL.II.1.2; SL.ES.1.3; SL.PI.1.4; SL.UM.1.5; SL.AS.1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student occasionally participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student consistently participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	• Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others • Student extends his/her ideas and understanding in light of the discussion

4. With prompting and support, describes key ideas or literary elements effectively using details, illustrations, or text features (SL.PE.1.1; SL.II.1.2; SL.PI.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	With prompting, support, and scaffolding, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media.	With reminding and redirecting, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media.	Independently and consistently, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media.	Independently and consistently with above grade level complexity, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media.

3	With prompting, support, and scaffolding, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media. • Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	With reminding and redirecting, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media. • Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Independently and consistently, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media. • Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Independently and consistently with above grade level complexity, student: • Asks and answers questions about key details in a text read aloud or information presented orally or through other media. • Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.
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Art**1. Demonstrates understanding of skills & concepts**

(**Art Elements:** Introduction and exploration of line, shape, texture, and color. **Materials and Tools:** Exploration and Use. **Creativity and originality**)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	• Student is not able to understand and effectively use lines, texture, shapes and colors. • Student does not explore available materials with appropriate care and use. • Student does not demonstrate original ideas.	• Student is beginning to understand and effectively use lines, texture, shapes and colors. • Student is beginning to explore available materials with appropriate care and use. • Student is beginning to demonstrate original ideas	• Student understands and effectively uses lines, texture, shapes and colors. • Student explores available materials with appropriate care and use. • Student demonstrates original ideas.	• Student consistently understands and effectively uses lines, texture, shapes and colors. • Student consistently explores available materials with appropriate care and use. • Student consistently demonstrates original ideas.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Music**1. Demonstrates understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is not able to: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student is beginning to: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student consistently: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Media Arts/Technology**1. Demonstrates Understanding of skills & concepts (Operations and Concepts; Materials and Tools; Production/Creativity Collaboration)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Student rarely returns library books on time, has difficulty understanding library and technology terminology when used by the teacher; cannot identify specific keys on a keyboard and cannot name ways to use the internet safely • Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs and databases. • Student does not demonstrate understanding of creation of media products.	• Student occasionally returns library books on time; is beginning to understand terminology when used by the teacher and is beginning to learn ways to use the internet safely. • Student can identify specific keys on a keyboard; uses books, desktop publishing programs and databases with guidance. • Student attempts to create media products.	• Student frequently returns library books on time; understands terminology during instruction and is beginning to understand ways to use the internet safely. Student can touch type, is beginning to use books, desktop publishing programs and databases for information. Student completes media products as instructed.	• Student consistently returns library books on time; uses terminology correctly and can name ways to use the internet safely. • Student types carefully; uses basic elements of books, desktop publishing programs and databases for information. • Student consistently applies skills and original ideas in the creation of media products.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Mathematics

Operations and Algebraic Thinking

Demonstrates the ability to accurately and efficiently add within 20 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using learned strategies	Sometimes: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using learned strategies	Consistently: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using learned strategies	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
2	With guidance and support: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Sometimes: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Consistently: - Counts forward from any number within 20 to solve addition problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.

3	With guidance and support: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Sometimes: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Consistently: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
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1. Demonstrates the ability to accurately and efficiently subtract within 20 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using strategies including making 10	Sometimes: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using strategies including making 10	Consistently: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using strategies including making 10	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.

2	With guidance and support: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using learned strategies - Uses subtraction within 20 to solve word problems involving situations including taking away, comparing, and finding unknowns - Uses addition to support the solving of subtraction problems within 20	Sometimes: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using learned strategies - Uses subtraction within 20 to solve word problems involving situations including taking away, comparing, and finding unknowns - Uses addition to support the solving of subtraction problems within 20	Consistently: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using learned strategies - Uses subtraction within 20 to solve word problems involving situations including taking away, comparing, and finding unknowns - Uses addition to support the solving of subtraction problems within 20	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
3	With guidance and support: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Uses addition to support the solving of subtraction problems within 20	Sometimes: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Uses addition to support the solving of subtraction problems within 20	Consistently: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Uses addition to support the solving of subtraction problems within 20	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.

2. Demonstrates fluency for addition facts within 10 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support adds up to sums of 5, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 5 using applied skills and recall	Consistently adds up to sums of 5 using applied skills and recall	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
2	With guidance and support adds up to sums of 10, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 10 using applied skills and recall	Consistently adds up to sums of 10 using applied skills and recall	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
3	With guidance and support adds up to sums of 10, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 10 using applied skills and recall	Consistently adds up to sums of 10 using applied skills and recall	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class

3. Demonstrates fluency for subtraction facts within 10 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, subtracts within 5, using mental strategies such as counting on or back and the relationship between addition and subtraction	The student sometimes demonstrates accuracy and efficiency when subtracting within 5. Uses mental strategies such as counting on or back and the relationship between addition and subtraction	The student consistently demonstrates accuracy and efficiency when subtracting within 5. Uses mental strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
2	With guidance and support, subtracts within 10, using strategies such as counting on or back and the relationship between addition and subtraction	The student sometimes demonstrates accuracy and efficiency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	The student consistently demonstrates accuracy and efficiency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
3	With guidance and support, subtracts within 10, using strategies such as counting on or back and the relationship between addition and subtraction	The student sometimes demonstrates accuracy and efficiency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	The student consistently demonstrates accuracy and efficiency when subtracting within 10. Uses strategies such as counting on or back and the relationship between addition and subtraction	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class

4. Solves addition word problems (1.OA.A.1; 1.OA.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable to use addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	Applies knowledge of addition to solve and explain complex word problems and equations involving 2 whole numbers
2	Unable to use addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses addition within 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	Extends and applies knowledge of addition to solve and explain complex word problems and equations involving 2 or 3 whole numbers
3	Unable to use addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses addition within 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and equations with a symbol for the unknown.	Extends and applies knowledge of addition to solve and explain complex word problems and equations involving 3 or more whole numbers

5. Solves subtraction word problems (1.OA.A.1; 1.OA.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable to use subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Applies knowledge of subtraction to solve and explain complex word problems and equations.
2	Unable to use subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Extends and applies knowledge of subtraction to solve and explain complex word problems and equations.
3	Unable to use subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Extends and applies knowledge of subtraction to solve and explain complex word problems and equations.

Numbers and Operations in Base Ten**1. Reads, writes and counts to 120 (1.NBT.A.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	• Student is unable to count to 120 • Student is unable to read and write numerals and represent a number of objects (to 120) with a written numeral	• With prompting and support, student is able to count to 120 • With prompting and support student is able to read and write numerals and represent a number of objects (to 120) with a written numeral	• Independently, student is able to count to 120 • Independently, student is able to read and write numerals and represent a number of objects (to 120) with a written numeral	• Consistently, student is able to independently count above 120 • Student reads and writes numerals and represent a number of objects(above 120) with a written numeral
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

2. Understand place value (tens and ones) (1.NBT.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones.	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones.	Independently and consistently understands that the two digits (of a two-digit number) represent amounts of tens and ones.	Independently applies place value knowledge in situations involving more than two-digit numbers. Understands that the digits of a three-digit number represent amounts of hundreds, tens and ones.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

3. Uses symbols to compare numbers (<, >, =) (1.NBT.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable to compare two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	With prompting and support understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Independently understands the meaning of >, < and =; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols >, =, and <.	Student extends understanding the meaning of >, < and =. Compares three digit numbers, recording the results of comparisons with >, <, and =.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

4. Writes & solves addition problems with one and two-digit numbers (1.NBT.C.4; 1.NBT.C.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to use addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
2	Student is unable to use addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
3	Student is unable to solve problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, student solves problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently solves word problems that call for addition of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently uses addition beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.

5. Writes & solves subtraction problems with one and two-digit numbers (1.NBT.C.5; 1.NBT.C.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to use subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
2	Student is unable to use subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
3	Student is unable to solve word problems that call for subtraction up to 20 to solve problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, student solves word problems that call for subtraction up to 20 to solve problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently solves problems that call for subtraction up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently uses subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.

Measurement**1. Compares, orders, and measures length in objects (1.M.A.1-2)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	• Able to order three objects by length and express the length of the object, but unable to compare the lengths of two objects by using the third object. • Unable to measure an object's length by laying multiple copies end to end with no over overlap.	• With prompting and support orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object's length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units.	• Consistently and independently orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object's length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units.	Extends and applies concepts of measuring, comparing, and ordering lengths. Demonstrates depth of understanding and/or applies skills and strategies accurately that have not yet been taught.

2. Tells and writes time in hours and half-hours (1.M.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates ability to tell and write time in hours and half-hours using analog and digital clocks. Teacher support required.	Student is beginning to demonstrate ability to tell and write time in hours and half-hours using analog and digital clocks. Student may need extra support from teacher.	Student consistently demonstrates ability to tell time in hours and half-hours using analog and digital clocks.	Student independently extends ability to tell and write time using analog and digital clocks to the nearest 5 minutes, using AM and PM.

3. Identifies the comparative values of coins and all dollar bills, uses proper notation, and finds equivalent monetary values (1.M.C.4-5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates the ability to identify the value of U.S. coins and bills, and is unable to find alternate ways to model a given monetary value	Student is beginning to demonstrate the ability to identify the value of U.S. coins and bills, and is unable to find alternate ways to model a given monetary value	Student consistently demonstrates the ability to identify the value of U.S. coins and bills, and is able to find alternate ways to model a given monetary value	Student consistently demonstrates the ability to identify the value of U.S. coins and bills, is able to find alternate ways to model a given monetary value, and can calculate values to \$1.00

Data Literacy**1. Organizes and interprets data (1.MD.C.4)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates the ability to: - Represents data using tallies - Organize, represent and interpret data with up to three categories. - Ask and answer questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	With prompting and support: - Represents data using tallies. - Organizes, represents, and interprets data with up to three categories. - Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?). - Student may need extra support from teacher and/or manipulatives.	Independently and Consistently: - Represents data using tallies. - Organizes, represents and interprets data with up to three categories - Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	Student demonstrates the ability to: - Organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another. - Student independently gathers information and represents data by drawing a picture graph and bar graph to represent a data set with at least four categories - Student can independently explain and extend the data. Student makes predictions and draws conclusions based on the data.

Geometry**1. Identifies, describes & compares two and three-dimensional shapes & objects**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable to distinguish between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and build and draw shapes that possess defining attributes.	With prompting and support distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Independently and consistently distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Meets the criteria for a 3 and also evaluates and compares shapes by attributes using formal mathematical language.
3	Unable to: • Compare and contrast two or three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape.	With prompting and support: • Compares and contrasts two or three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape.	Independently and consistently: • Compares and contrasts two and three dimensional shapes. • Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape.	Independently and consistently: • Meets the criteria for a 3 and explains the new shapes composed using formal mathematical language.

2. Correctly divides basic shapes into halves and quarters

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	nt rarely demonstrates ability to: - Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as <i>two of</i>, or <i>four of</i> the shares Understand for these examples that decomposing into more equal shares creates smaller shares. - Teacher support required.	Student is beginning to demonstrate ability to: - Partition circles rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. - Describe the whole as <i>two of</i>, or <i>four of</i> the shares Understand for these examples that decomposing into more equal shares creates smaller shares. - Student may need extra support from teacher.	Student consistently demonstrates ability to: - Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. - Describe the whole as <i>two of</i>, or <i>four of</i> the shares - Understand for these examples that decomposing into more equal shares creates smaller shares.	Student independently extends ability to: - Partition circles and rectangles into three shapes, describing the shares using the word <i>thirds</i> and use the phrase <i>third of</i>. - Describe the whole as <i>three thirds</i>. - Recognize that equal shares of identical whole need not have the same shape.

Mathematical Practices**1. Makes sense of problems and perseveres in solving them**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	When given a problem, student is unable to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. Check the work.	When given a problem, student, with prompting and support, is sometimes able to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. Persevere to solve the problem accurately.	When given a problem, student is consistently able to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. Persevere to solve the problem accurately.	When given a problem, student is consistently and independently able to: • Make a plan to solve it. • Apply strategies to solve the problem. • Determine if it makes sense. • Check the work. • Persevere to solve the problem accurately. Suggest at least one other way to solve the problem.

2. Clearly explains mathematical thinking and problem solving

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student sometimes communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.	Student independently and consistently communicates mathematical thinking using drawings, diagrams, symbols, and/or relevant math vocabulary.

3. Efficiently applies strategies to solve math problems

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	• Student is unable or rarely able to use strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 12.	• Student sometimes uses strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 12.	• Student uses strategies (counting, making 10, decomposing a number, doubles) with sums through 12. • Student uses strategies (related addition, drawings, concrete items) with differences through 12.	Student consistently internalizes sums and differences through 12 without using strategies.
2	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student identifies and uses patterns to solve problems.	• Student identifies and uses patterns in everyday situations • Student makes insightful connections to other ideas and concepts independently
3	• Student is unable or rarely able to use strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student is unable or rarely able to use strategies (related facts, fact families) with differences to 18	• Student sometimes uses strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student sometimes uses strategies (related facts, fact families) with differences to 18	• Student uses strategies (doubles, doubles +1, doubles +, making tens) with sums to 18 • Student uses strategies (related facts, fact families) with differences to 18	Student consistently internalizes sums and differences through 18 without using strategies

Social Studies

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
2	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.

3	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
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Science**1. Demonstrates understanding of content and core ideas**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.

2	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected • .Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
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3	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
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Physical Education/Health**1. Demonstrates competency in movement skills & concepts**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: • Gross and fine motor skills • Selection of appropriate strategies to accomplish activities • Safety • Wellness	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class