

Grading Benchmarks – Grade Two

Foundational Skills

1. Knows and applies grade-level phonics and word analysis skills in decoding words. (L.RF.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standard
All	Student is unable to: - Know spelling-sound correspondences for common vowel teams. - Apply word analysis skills when decoding words. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. Identifies words with inconsistent but common spelling-sound correspondences. - Recognize and read high frequency words and grade-appropriate irregularly spelled words.	With prompting and support, student is able to: - Know spelling-sound correspondences for common vowel teams. - Apply word analysis skills when decoding words. - Decode regularly spelled two-syllable words with long vowels. - Decode words with common prefixes and suffixes. Identifies words with inconsistent but common spelling-sound correspondences. - Recognize and read high frequency words and grade-appropriate irregularly spelled words.	Student consistently: - Knows spelling-sound correspondences for common vowel teams. - Applies word analysis skills when decoding words. - Decodes regularly spelled two-syllable words with long vowels. - Decodes words with common prefixes and suffixes. Identifies words with inconsistent but common spelling-sound correspondences. - Recognize and read high frequency words and grade-appropriate irregularly spelled words.	Student independently and consistently: - Knows and applies above grade-level phonics and word analysis skills in decoding and encoding words. - Identifies and knows the meaning of the most common prefixes and derivational suffixes. - Decodes words with common Latin suffixes. - Decodes multisyllable words. - Recognize and read high frequency words and grade-appropriate irregularly spelled words.

2. Reads grade level text with accuracy and fluency to support comprehension (L.RF.2.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is reading below F&P Instructional Level J	Student is reading at F&P Instructional Level J	Student is reading at F&P Instructional Level K	Student is reading at F&P Instructional Level L or higher
2	Student is reading below F&P Instructional Level K	Student is reading at F&P Instructional Level K	Student is reading at F&P Instructional Level L	Student is reading at F&P Instructional Level M or higher
3	Student is reading below F&P Instructional Level L	Student is reading at F&P Instructional Level L	Student is reading at F&P Instructional Level M	Student is reading at F&P Instructional Level N or higher

**Reading
Literature**

1. Asks and answers questions to demonstrate understanding of a text citing textual evidence (RL.CR.2.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of what has been read. Unable to ask or answer who, what, where, when why and how questions concerning key details in the text. Student is unable to cite specific evidence form the text consistently.	Student requires teacher prompting and support to ask or answer questions concerning key details in a literary text, citing specific evidence from the text. May be able to ask/answer literal (who, what, where) questions, and need support for more inferential questions/answers concerning why and how.	Student independently asks and answers who, what, when, where, why and how questions concerning key details in a literary text, citing specific evidence from the text.	Student independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme, in above grade level text.

2. Identify and describe narrator's point of view, characters, settings, and major events in a story using key details and illustrations (RL.IT.2.3, RL.2.4, RL.PP.2.5, RL.MF.2.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Student is not grasping key concepts, processes and essential skills. - Student is unable to use text and illustrations to answer literal questions - Student is unable to differentiate the narrator's point of view from their own - Student is unable to Sequence the events in a logical order (B/M/E) Student often uses minimal details to describe: • Characters • Setting • Problem/Solution • Cause/Effect	Student is beginning to utilize text and illustrations to: • Grasp key concepts, processes and skills. • Differentiate narrator's point of view from their own • Sequence the events in a logical order (B/M/E) Student often uses some details to describe: • Characters • Setting • Problem/Solution • Cause/Effect	Student consistently utilizes text and illustrations to: • Grasp and apply key concepts, processes and skills, such as story structure, setting, character actions, problem and solution • Differentiate narrator's point of view from their own • Sequence the events in a logical order (B/M/E) Student often uses details to describe: • Characters • Setting • Problem/Solution • Cause/Effect	Student consistently utilizes text and illustrations to: • Extend key concepts, processes and skills • Answer questions about story details citing specific relevant evidence in the text • Differentiate the narrator's point of view from their own, citing specific evidence of each • Student can sequence the events in a logical order (B/M/E) In above grade-level texts, student often uses details to describe: • Characters • Setting • Problem/Solution • Cause/Effect

3. Compares and contrasts characters and events in texts (RL.CT.2.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student: - Does not make text-self to text-to-world connections using background knowledge. - Makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. - Identifies basic relationships between characters in texts.	With prompting and support, 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 basic relationships between characters in texts.	Student consistently: - Activates background knowledge to make text-self and text-to-world connections that enhance comprehension. - Makes inferences about characters and events using text clues and illustrations. - Identifies relationships between characters in texts.	In above grade level text, student consistently and independently: - Activates background knowledge to make text-to-self and text-to-world connections that enhance comprehension. - Makes inferences about characters and events using text clues and illustrations. - Identifies relationships between characters in texts.

3	Student is needs support to: • compare and/or contrast two or more characters or events in one or more texts. • Use details from the text and illustrations to make connections to the characters, events, and setting of a story. • Consider how the story would change with different endings and setting.	With prompting and support, the student: • Is beginning to compare and/or contrast two or more characters or events in one or more texts. • Is beginning to use details from the text and illustrations to make connections between the characters, events, and setting of a story. • Attempts 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 one or more texts. • Uses details from the text and illustrations to make connections between the characters, events, and setting of a story • Identifies relationships between characters in texts. • Student considers how the story would change with different endings and setting.	In above grade level texts, the student: • Independently and consistently compares and/or contrasts two or more characters or events in one or more texts. • Uses details from the text and illustrations to make sophisticated inferences about characters, events, and setting of a story • Develops unique and creative alternate endings and settings.
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4. Describes story elements using key details to demonstrate understanding of the central message (RL.CI.2.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and direct questioning, the student can: - Identify some main characters or uses pronouns to refer to them - Identify setting (where & when) - Identify some details/events from the text and how they imply the theme - Identify some semblance of theme - Sequence events in a logical order when prompts are provided (B/M/E)	With prompting and direct questioning, the student can: - Identify most main characters - Identify setting (where & when) - Identify most major events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: - Identify main characters - Identify setting (where & when) - Identify most major events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)	The student can independently: - Identify main characters - Identify setting (where & when) - Identify most important events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)
2	With prompting and direct questioning, the student can: - Identify some main characters or uses pronouns to refer to them - Identify setting (where & when) - Identify some details/events from the text and how they imply the theme - Identify some semblance of theme - Sequence events in a logical order when prompts are provided (B/M/E)	With prompting and direct questioning, the student can: - Identify most main characters - Identify setting (where & when) - Identify most major events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: - Identify main characters - Identify setting (where & when) - Identify most major events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)	The student can independently: - Identify main characters - Identify setting (where & when) - Identify most important events in a text and how they imply the theme - Identify theme or central message - Sequence the events in a logical order (B/M/E)

3	With prompting and direct questioning, the student can: • Identify some main characters or uses pronouns to refer to them • Identify setting (where & when) • Identify some details/events from the text • Sequence events in a logical order when prompts are provided (B/M/E)	With prompting and direct questioning, the student can: • Identify most main characters • Identify setting (where & when) • Identify most major events in a text • Sequence the events in a logical order (B/M/E)	With little or no prompting, the student can: • Identify main characters • Identify setting (where & when) • Identify most major events in a text and how they imply the theme • Identify theme or central message • Sequence the events in a logical order (B/M/E)	The student consistently and independently: • Identify main characters • Identify setting (where & when) • Identify most important events in a text and how they imply the theme • Identify theme or central message • Sequence the events in a logical order (B/M/E)
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Informational Text

1. Asks and answers questions to demonstrate understanding of a text citing textual evidence (RI.CR.2.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student demonstrates little or no understanding of what has been read. Unable to ask or answer who, what, where, when why and how questions concerning key details in the text.	Student requires teacher prompting and support to ask or answer questions concerning key details in an informational text. May be able to ask/answer literal (who, what, where) and need support for more inferential questions/answers concerning why and how.	Student independently asks and answers who, what, when, why and how questions concerning key details in an informational text.	Student independently asks and answers complex inferential questions, makes connections to background knowledge, other texts and theme.

2. Identifies and summarizes the main idea of the text (RI.CI.2.2, RI.PP.2.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Demonstrates little or no understanding of the main purpose of a given text, or the purpose of reading a given text. • Cannot identify the main idea • Unable to describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Requires teacher prompting or support to: • Identify the main topic of an informational text, including what the author wants to answer, explain or describe. • Identifies key details that support the main idea • Describe how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	Student independently and consistently: • Identifies the main topic of an informational text, as well as the focus of specific paragraphs within the text. • Identifies key details that support the main idea • Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.	In <u>above grade-level texts</u>, the student independently and consistently: • Identifies the main topic of an informational text, as well as the focus of specific paragraph within the text • Identifies key details that support the main idea • Describes how reasons support specific points an author makes in a text by recounting key details and explaining how they support the main idea.

3. Uses text features to locate key information (i.e., captions, bold print, index) (RI.TS.2.4, RI.MF.2.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting and support, the student is unable to: - Describe the overall structure of an informational text - Effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. - Demonstrate understanding of how images and text features contribute to and clarify text.	With prompting and support, the student is beginning to: - Describe the overall structure of an informational text - Effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. - Demonstrate understanding of how images and text features contribute to and clarify text.	With prompting and support, the student can: - Describe the overall structure of an informational text - Effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. - Demonstrate understanding of how images and text features contribute to and clarify text.	The student consistently and independently can: - Describe the overall structure of an informational text - Effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information. - Demonstrate understanding of how images and text features contribute to and clarify text.

4. Compares and contrasts the informational elements of two texts on the same topic (RI.IT.2.3; RI.2.7, RI.CT.2.8)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable or rarely able to: - compare and contrast two topics - compare and contrast two texts on the same topic - describe the connection between a series of historical, scientific, or sequential events	Student requires teacher prompting and support to: - compare and contrast two topics - compare and contrast two texts on the same topic - describe the connection between a series of historical, scientific, or sequential events	In grade level texts, student independently: - compares and contrasts two topics - compares and contrasts two texts on the same topic - describes the connection between a series of historical, scientific, or sequential events	In above grade level texts, student independently: - compares and contrasts two topics - compares and contrasts two texts on the same topic - describes the connection between a series of historical, scientific, or sequential events
3	Student is unable or rarely able to: - compare and contrast two topics - compare and contrast two texts on the same topic - describe the connection between a series of historical, scientific, or sequential events	Student requires teacher prompting and support to: - compare and contrast two topics - compare and contrast two texts on the same topic - describe the connection between a series of historical, scientific, or sequential events	In grade level texts, student independently: - compares and contrasts two topics - compares and contrasts two texts on the same topic - describes the connection between a series of historical, scientific, or sequential events	In above grade level texts, student independently: - compares and contrasts two topics - compares and contrasts two texts on the same topic - describes the connection between a series of historical, scientific, or sequential events

Writing/Language

1. Demonstrates grade-level command of the conventions of encoding and spelling (L.WF.2.2)

Trimester	Needs Support	Approaching Standards	Meets Standard	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

2. Defines and uses grade-level appropriate vocabulary (L.VL.2.2; L.VI.2.3)

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. • Student is beginning to use sentence-level context, knowledge of prefixes and root words to determine the meaning of words and phrases. • 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. • Student sometimes uses sentence level context, knowledge of prefixes and root words to determine the meaning of words and phrases. • 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 consistently uses sentence-level context, knowledge of prefixes and root words to determine the meaning of words and phrases. Reads learned vocabulary accurately and understands the meaning of those words.	• Reads learned vocabulary accurately and understands the meaning of those words. Uses untaught strategies to determine the meaning of new words. • Student consistently and independently recognizes and applies above - grade level vocabulary words.

**3. Demonstrates grade-level command of the conventions of writing (legibly, grammatically, syntactically, and with proper punctuation)
(L.WF.2.1,= L.WF.2.3, L.KL.2.1)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely applies grade level grammar and usage including: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Produce complete sentences • Collective nouns to describe groups.	Student is beginning to apply grade level grammar and usage including: • Writes legibly and with sufficient fluency to support comprehension • Produce complete sentences. • Collective nouns to describe groups.	Student consistently applies grade level grammar and usage including: • Writes legibly and with sufficient fluency to support comprehension • Produce complete sentences. • Collective nouns to describe groups.	Student consistently applies above grade level conventions of grammar and usage.
2	Student rarely applies grade level grammar and usage as listed in the 1st Trimester, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns.	Student is beginning to apply grade level grammar and usage as listed in the 1st Trimester, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns.	Student applies grade level grammar and usage as listed in the 1st Trimester, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Expanding simple sentences. • Compound sentences. • Adjectives, adverbs, and pronouns.	Student consistently applies above grade level conventions of grammar and usage.

3	Student rarely applies grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs.	Student is beginning to apply grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs.	Student applies grade level grammar and usage as listed in the 1st and 2nd Trimesters, plus: • Writes legibly and with sufficient fluency to support comprehension • Writes common graphemes for each phoneme accurately • Frequently occurring, irregular plural nouns to describe multiple things. simple sentences. • Past tense irregular verbs.	Student consistently applies above grade level conventions of grammar and usage.
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Uses the writing process as well as feedback from adults and peers to strengthen writing (W.WP.2.4, W.RW.2.7)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With feedback from adults and peers, the student needs support to: - Plan for writing - Generate writing topics. - Cycle through the writing process independently. - Tell a story from a picture. - Focus on the topic or story. - Include details or details which support the topic. - Does not elaborate; writing is simple and vague. - Does not incorporate strategies learned by incorporating mentor texts. (Unable to transfer the learning). - re-read own writing - self-edit to make corrections - add details to writing based on questions and suggestions - work with a partner to discuss writing	With feedback from adults and peers, and with added guidance and support, the student sometimes: - Plans for writing - Generates writing topics with some resistance. - With teacher assistance, cycles through the writing process, finishing and starting new pieces. - Creates oral or written text to accompany pictures. - Focuses on the topic or story. - Includes details or details which support the topic. - Has purpose for adding onto text (details, descriptions, and dialogue, events) with difficulty. - Reads work by other authors and notices what these authors have done to make their writing effective but needs reminders from the teacher - re-reads own writing - self-edits to make corrections - adds details to writing based on questions and	With feedback from adults and peers, the student consistently: - Plans for writing - Generates writing topics without resistance. - Cycles through the writing process, finishing and starting new pieces independently. - Creates coherent oral and/or written text to accompany pictures. - Focuses on the topic or story. - Includes details that support the topic. - Includes details that are organized with transitions in a logical sequence. - Has purpose for adding onto text (details, descriptions, and dialogue, events) with support. - Reads work by other authors and notices what these authors have done to make their writing effective but needs some support from the teacher. - self-edits to make corrections - adds details to writing	With feedback from adults and peers, the student consistently and independently: - Plans for writing - Generates several topics based on a single prompt. - Cycles through the writing process, finishing and starting new pieces independently. - Creates coherent oral and/or written text to accompany pictures. - Focuses on the topic or story. - Includes details that support the topic. - Includes details that are organized with transitions in a logical sequence. - Has purpose for adding onto text (details, descriptions, and dialogue, events). - Reads work by other authors and notices what these authors have done to make their writing effective. - re-reads own writing

				self-edits to correct all errors.
		suggestions working with a partner but needs constant reminders as to how to conduct a conference.	based on questions and suggestions revises own writing to clarify and enhance writing. works with a partner to conference about writing	- adds details to writing revises to - clarify and enhance writing. - works with multiple partners to conference about writing

4. Writes a narrative story using proper structure, descriptive details, and clear story elements.
5. Writes an opinion piece that supports a point of view with reasons and proper structure.
6. Writes an informational piece based on a research project that supports a topic with evidence from multiple sources and proper structure (W.AW.2.1; W.IW.2.2; W.NW.2.3, W.WR.2.5, W.SE.2.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With support and guidance, the student is beginning to produce narrative writing that - Orients the reader by establishing a situation and introducing characters; organize an event sequence. - Provides dialogue and description of experiences and events and/or show the responses of characters to situation	With support and guidance, the student produces narrative writing that: - Orients the reader by establishing a situation and introducing characters; organize an event sequence. - Provides dialogue and description of experiences and events and/or show the responses of characters to situations. - Use transitional words to manage the sequence of events - Use concrete words and phrases and sensory details to convey experience and events. - Provide a conclusion or sense of closure related to the narrated experiences or events.	Student consistently produces narrative writing that: - Orients the reader by establishing a situation and introducing characters; organize an event sequence. - Provides dialogue and description of experiences and events and/or show the responses of characters to situations. - Use transitional words to manage the sequence of events - Use concrete words and phrases and sensory details to convey experience and events. - Provide a conclusion or sense of closure related to the narrated experiences or events.	Student consistently produces narrative writing that - Orients the reader by establishing a situation and introducing characters; organize an event sequence. - Provides dialogue and description of experiences and events and/or show the responses of characters to situations. - Use transitional words to manage the sequence of events - Use concrete words and phrases and sensory details to convey experience and events. - Provide a conclusion or sense of closure related to the narrated experiences or events.

2	With support and guidance, the student is beginning to produce opinion writing that: • Introduces a topic clearly • Develop concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	With support and guidance, the student produces opinion writing that: • Introduces a topic clearly • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	Student consistently produces opinion writing that: • Introduces a topic clearly • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	Student consistently produces opinion writing that: • Introduces a topic clearly • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.
3	With support and guidance, the student is beginning to produce informative or explanatory writing that: • Introduce a topic clearly. • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	With support and guidance, the student produces informative or explanatory writing that: • Introduce a topic clearly. • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	Student consistently produces informative or explanatory writing that: • Introduce a topic clearly. • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.	Student consistently produces informative or explanatory writing that: • Introduce a topic clearly. • Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic. • Provide a conclusion.

Speaking and Listening

1. Expresses ideas clearly and effectively (SL.PI.2.4, SL.UM.2.5 SL.AS.2.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding: - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences - Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.	With reminding and redirecting: - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences - Produce complete sentences when appropriate to task and situation to provide requested detail or clarification..	Independently and consistently: - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences - Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.	Independently and consistently with above level complexity: - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences - Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.

2. Demonstrates listening skills for information and understanding (SL.II.2.2, SL.ES.2.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding the student: - Unable to recount or describe key ideas or details from a text read aloud or information presented orally or through other media. - Does not independently ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	With prompting: - Minimally recounts or describes key ideas or details from a text read aloud or information presented orally or through other media. - Is beginning to ask and answer questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Independently and consistently: - Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media. - Asks and answers questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Independently and consistently with above level complexity: - Recounts or describes key ideas or details from a text read aloud or information presented orally or through other media. - Asks and answers questions about what a speaker says to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

3. Participates in collaborative discussions actively and appropriately (SL.PE.2.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With prompting, support, and scaffolding: - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Builds on others' talk in conversations by linking their comments to the remarks of others - Asks for clarification and further explanation as needed	With reminding and redirecting: - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Builds on others' talk in conversations by linking their comments to the remarks of others - Asks for clarification and further explanation as needed	Independently and consistently: - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Builds on others' talk in conversations by linking their comments to the remarks of others - Asks for clarification and further explanation as needed	Independently and consistently with above level complexity: - Follows norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time - Builds on others' talk in conversations by linking their comments to the remarks of others - Asks for clarification and further explanation as needed

4. Reports orally on a text or topic, including features or media elements, to effectively communicate to an audience (SL.PE.2.1, SL.UM.2.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	With prompting, support, and scaffolding: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	With reminding and redirecting: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently with above level complexity: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

3	With prompting, support, and scaffolding: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	With reminding and redirecting: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Independently and consistently with above level complexity: - Participates in sharing what they've read, learned, or written with the teacher, group, or class. - Uses multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
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Art

1. Demonstrates Understanding of skills & concepts

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

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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ALL	• Student is not able to understand and effectively use lines, texture, shape, forms 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, forms 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, forms and colors. • Student explores available materials with appropriate care and use. • Student demonstrates original ideas.	• Student consistently understands and effectively uses lines, texture, shapes, forms and colors. • Student consistently explores available materials with appropriate care and use. • Student consistently demonstrates original ideas.
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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 or use solfege syllables • Decode, perform and create rhythms • Use appropriate musical expressive qualities in music	Student is beginning to: • Sing on pitch with proper vocal placement or use solfege syllables • Decode, perform and create rhythms • Use appropriate musical expressive qualities in music	Student: • Sings on pitch with proper vocal placement and uses solfege syllables • Decodes, performs and creates rhythms • Uses appropriate musical expressive qualities in music	Student consistently: • Sings on pitch with proper vocal placement and uses solfege syllables • Decodes, performs and creates rhythms • Uses appropriate musical expressive qualities in music

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

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, databases and virtual environments. • Student does not demonstrate understanding of creation of media products.	• Student occasionally returns library books on time; is beginning to understand library and technology 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; is learning how to use the OPAC, books, desktop publishing program, databases and virtual environments. • Student attempts to create media products.	• Student frequently returns library books on time; understands terminology during instruction and can name ways to use the internet safely. Student can touch type, makes attempts to use the OPAC, books, desktop publishing programs, databases and virtual environments. • Student completes media products as instructed.	• • Student consistently returns library books on time; uses terminology correctly and practices internet safety and digital citizenship. Student types carefully; uses basic elements of OPAC, books, desktop publishing programs, databases and virtual environments. 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

Adds whole numbers within 20 accurately and efficiently (2.OA.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to accurately and efficiently add within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to accurately and efficiently add within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate accuracy and efficiency with addition facts within 20.	Student consistently and independently uses mental strategies to demonstrate accuracy and efficiency with addition facts beyond 20.
3	Student is unable to accurately and efficiently add within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to accurately and efficiently add within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate accuracy and efficiency with addition facts within 20.	Student consistently and independently uses mental strategies to demonstrate accuracy and efficiency with addition facts beyond 20.

1. Subtracts whole numbers within 20 accurately and efficiently (2.OA.B.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to accurately and efficiently subtract within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to accurately and efficiently subtract within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate accuracy and efficiency with subtraction facts within 20.	Student consistently and independently uses mental strategies to demonstrate accuracy and efficiency with subtraction facts beyond 20.
3	Student is unable to accurately and efficiently subtract within 20 without using manipulatives. Little or no evidence of mental math strategies.	Student requires teacher prompting and support to accurately and efficiently subtract within 20 using mental math strategies	Student consistently and independently uses mental math strategies to demonstrate accuracy and efficiency with subtraction facts within 20.	Student consistently and independently uses mental strategies to demonstrate accuracy and efficiency with subtraction facts beyond 20.

2. Demonstrates foundations of multiplication (2.OA.C.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: - Determine whether a group of objects (up to 20) has an odd or even number. - Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. - Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends.	Student can sometimes: - Determine whether a group of objects (up to 20) has an odd or even number. - Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. - Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. - Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number.	Student can consistently: - Determine whether a group of objects (up to 20) has an odd or even number. - Recognize that in groups of even numbers, objects can be counted by 2s and that in groups of odd numbers objects will not pair up evenly. - Write an equation to illustrate that all even numbers can be formed from the addition of two equal addends. - Write an addition equation with repeated equal addends from a rectangular array with up to 5 rows and 5 columns and solve to find the total number.	Student meets all the criteria of Meets Standard and can also do at least two of the following: - Create arrays and write two equations (by rows and by columns) to represent the rectangular array. - Rotate the array 90 degrees and write two more equations. - Explain how the arrays are different, but still the same.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

3. Solves word problems using addition and subtraction within 100 (2.OA.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student demonstrates little or no understanding of solving one- and two- step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates one- and two- step word problems and writes equations with unknowns in all positions.
2	Student demonstrates little or no understanding of solving one- and two- step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates one- and two- step word problems and writes equations with unknowns in all positions.
3	Student demonstrates little or no understanding of solving one- and two- step word problems within 100 and solving for unknowns.	Student requires teacher prompting and support to use addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions.	Student consistently and independently uses addition and subtraction within 100 to solve one- and two- step word problems and solves problems with unknowns in all positions	Meets all of the criteria for Meets Standards and creates one- and two- step word problems and writes equations with unknowns in all positions.

Numbers and Operations in Base Ten

1. Understands place value (2.NBT.A.1.; 2.NBT.A. 3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, the student is beginning to: - Understands that the three digits of a three-digit number represents the amount of hundreds, tens and ones - Group 10 hundreds to 1,000 - Bundle 100s to show 1,000 - Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and/or number name form	Sometimes: - Understands that the three digits of a three-digit number represents the amount of hundreds, tens, and ones - Groups 10 hundreds to 1,000 - Bundles hundreds to show 1,000 - Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form	Consistently: - Understands that the three digits of a three-digit number represents the amount of hundreds, tens, and ones - Groups 10 hundreds to 1,000 - Bundles 100s to show 1,000 - Reads, writes and represents numbers to 1,000 using base – ten materials, expanded form, numeral form, and number name form	Student independently and consistently meets the criteria for Meets Expectations plus: - Bundles 100s to show 1,000, 2,000, 3,000... - Reads, writes and represents numbers to 10,000 using base-ten materials, expanded form, numeral form and/or number name form - Explains the concepts using formal mathematical language.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

2. Skip counts by 5s, 10s, and 100s within 1,000 (2.NBT.A.2.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, the student is beginning to: Recognize and writes whole numbers to 1,000 including counting by 1's and skip counting by 5's, 10's, and 100's.	Sometimes: Recognizes and writes whole numbers to 1,000 including counting by 1's and skip counting by 5's, 10's, and 100's.	Consistently: Recognizes and writes whole numbers to 1,000 including counting by 1's and skip counting by 5's, 10's, and 100's.	Student independently and consistently meets the criteria for Meets Expectations plus: • Applies knowledge of patterns when skip counting by 5s, 10s, and 100s within 1,000 to solve word problems.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

3. Uses symbols to compare numbers (<, >, =) (2.NBT.A.4.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to compare two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student requires teacher prompting and support to compare two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student consistently and independently compares two three-digit numbers within 999 based on hundreds, tens, and ones using <, >, and =.	Student independently and consistently meets the criteria for Meets Expectations plus: • Compares two or more four - digit numbers with 999 based on thousands, hundreds, tens and ones using <, >., and =. • Applies their understanding of comparing 3-digit numbers to solve real-world word problems.
2	NOT ASSESSED AT THIS TIME			
3	NOT ASSESSED AT THIS TIME			

4. Uses place value understanding and properties of operations to add and subtract (2.NBT.B.5.; 2.NBT.B.6.; 2.NBT.B.7; 2.NBT.B.8.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	With guidance and support, the student is beginning to: - Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. - Add up to four two-digit numbers based on place value and properties of operations. - Apply learned addition and subtraction strategies, including open number lines, 100 charts, and decomposing, and adjusting numbers to add and subtract two-digit numbers	The student sometimes: - Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. - Add up to four two-digit numbers based on place value and properties of operations. - Apply learned addition and subtraction strategies, including open number lines, 100 charts, decomposing, and adjusting numbers to add and subtract two-digit numbers	The student consistently: - Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 100. - Add up to four two-digit numbers based on place value and properties of operations. - Apply learned addition and subtraction strategies, including open number lines, 100 charts, and decomposing, and adjusting numbers to add and subtract two-digit numbers	The student consistently and independently meets all the criteria of Meets Standards plus: - Adds within 100 with explanation - Adds and subtracts within 1,000. - Counts within 1,000

3	With guidance and support, the student is beginning to: • Use a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 1,000. • Add up to four two-digit numbers based on place value and properties of operations. • Apply learned addition and subtraction strategies, including open number lines, 100 charts, and partial sums and differences, to add and subtract three-digit numbers	The student sometimes: • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 1,000. • Add up to four two-digit numbers based on place value and properties of operations. • Apply learned addition and subtraction strategies, including open number lines, 100 charts, and partial sums and differences, to add and subtract three-digit numbers	The student consistently: • Uses a variety of strategies (place value, properties of operation, and/or the relationship between addition and subtraction) to add and subtract within 1,000. • Add up to four two-digit numbers based on place value and properties of operations. • Apply learned addition and subtraction strategies, including open number lines, 100 charts, decomposing, and adjusting numbers to add and subtract three-digit numbers	Consistently and independently meets all the criteria of Meets Standards plus: • Adds and subtracts within 1,000 with explanations. • Counts within 10,000
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Measurement**1. Measures and estimates lengths (2.M.A.1.; 2.M.A.2.; 2.M.A.3.; 2.M.A.4.)**

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Student is unable to: • Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters) • Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. • Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure.	Student is sometimes able to: • Estimate or measure lengths of objects using appropriate tools (inches, centimeters, feet, and meters) • Compare measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. • Compare lengths of two objects and determine how much longer one object is than another using the same standard of measure.	Student consistently: • Estimates or measures lengths of objects using appropriate tools (inches, centimeters, feet, and meters) • Compares measurements of an object taken with two different units of measure and explain that the difference is related to the size of unit chosen. • Compares lengths of two objects and determine how much longer one object is than another using the same standard of measure.	Meets all of the criteria of Meets Standards and extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills and strategies accurately that have not yet been taught in class.
3	NOT ASSESSED AT THIS TIME			

2. Tells and writes time (digital/analog) to nearest five minutes (2M.C.7.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Limited ability to tell time	Tells and writes time to the hour, half hour, and quarter hour.	Tells and writes time to the hour, half hour, quarter hour and five-minute intervals.	• Tells and writes time to the nearest minute. • Applies telling time in real life situations. • Identifies A.M. and P.M.
3	NOT ASSESSED AT THIS TIME			

3. Solves word problems involving money values (2.M.C.8.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Is unable to count, compare and make change using collections of mixed coins/bills	Counts, compares, and makes change using a collection of mixed coins/bills.	Counts, compares, and makes change using a collection of mixed coins/bills and solves related word problems.	Counts, compares, and makes change using a collection of mixed coins/bills and solves multi-step word problems.
3	NOT ASSESSED AT THIS TIME			

Data Literacy

1. Develops and interprets data (DL.A.1, DL.A.2, DL.A.3, DL.A.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Is unable to interpret, construct, and draw conclusions from bar graphs, pictographs, and tally charts.	Inconsistently interprets, constructs, and draws conclusions from bar graphs, frequency table, and line plots.	• Uses given data to create a bar graph, frequency table and line plot. • Uses graphs to answer questions and draw conclusions. • Finds the mode and median of a data set.	• Consistently interprets constructs and draws conclusions. • Can translate information from one type of display to another and justifies the best way to organize data. • Uses graphs to answer questions and draw conclusions.

Geometry

1. Describes, compares and classifies shapes by properties and attributes (2.G.A.1.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student is unable or rarely able to: - draw shapes given specified attributes. - describe, classify and analyze the attributes of 2- and 3- dimensional objects. - Combine shapes to make new shapes - Decompose shapes into other shapes - Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry	Student can sometimes: - draw shapes given specified attributes. - describe, classify and analyze the attributes of 2- and 3- dimensional objects. - Combine shapes to make new shapes - Decompose shapes into other shapes - Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry	Student can consistently: - Draw shapes given specified attributes - describe, classify and analyze the attributes of 2- and 3- dimensional objects. - Combine shapes to make new shapes - Decompose shapes into other shapes - Demonstrate that shapes in the plane can be translated, rotated or reflected across a line of symmetry	Student consistently and independently meets the criteria for Meets Expectations plus: Student can consistently and independently: describe, classify and analyze the attributes of 2- and 3- dimensional objects. Student can deconstruct a given shape to recreate a new shape.

2. Partitions circles and rectangles into equal shares (up to 4 parts) (2.G.A.2.; 2G.A.3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Does not demonstrate the ability to divide shapes into fractional parts and to name those parts.	• Demonstrates inconsistent accuracy when using shapes to show fractional parts. • Needs support and/or multiple tries to succeed at the tasks. • May need support with naming fractional parts.	• Consistently partitions shapes into equal parts • Uses appropriate language (halves, thirds, quarters) to describe those parts. • Recognizes that equal parts do not necessarily have the same shape.	Partitions shapes into halves, quarters, and thirds making the connections that $\frac{1}{2} + \frac{1}{2} = 1$, $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} = 1$, $\frac{1}{4} + \frac{1}{4} + \frac{1}{4} + \frac{1}{4} = 1$

3. Uses models and pictures to represent fractions (2.G.A.2.;2.G.A.3.)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			

3	Student does not understand that a fraction describes a division of a whole into equal parts.	Student sometimes understands that a fraction describes a division of a whole into equal parts.	Student understands that a fraction describes a division of whole into equal parts.	Student is able to consistently compare and order fractions.
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Mathematical Practices

- 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.

- Clearly explains mathematical thinking and problem solving

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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All	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes, but not consistently, communicates mathematical thinking using accurate vocabulary.	Student consistently communicates mathematical thinking using accurate vocabulary.	- Student communicates all mathematical thinking precisely and with accurate vocabulary. - Student communicates logical arguments clearly in oral, written, and/or graphic form to show why a result makes sense.
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Efficiently applies strategies to solve math problems

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student is unable or rarely able to identify appropriate operations and mathematically compute the correct answer.	Student sometimes identifies appropriate operations and mathematically computes the correct answer.	Student consistently identifies appropriate operations and mathematically computes the correct answer.	Student consistently applies appropriate operations and computes accurately on more complex problems, mental math, and/or mathematical concepts.

Social Studies

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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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
	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	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	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	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

1	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.	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.	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.	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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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 • Is prepared for class • Displays enthusiasm • Displays leadership abilities