Paramus Public School District

GRADING BENCHMARKS - FIRST GRADE

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READING READINESS

1. Reads at grade level.

Trimester	1	2	3	4
1st	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
2nd	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or above.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.

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Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).				
2. Uses a variety of print strategies to decode (pictures, context, phonics).				
Trimester	**1**	**2**	**3**	**4**
1st	With prompting and support, student is unable or rarely able to: • apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" words that may contain common consonant digraphs. • decodes regularly spelled one-syllable words. • use meaning of accumulated text to figure out unfamiliar words. • self corrects at the point of error. •make sure reading makes sense.	With support, student sometimes: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" words that may contain common consonant digraphs. • decodes regularly spelled one-syllable words. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	Student consistently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" words that may contain common consonant digraphs. • decodes regularly spelled one-syllable words. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	Student consistently and independently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" and "cvce" words that may contain common consonant digraphs. • decodes regularly spelled short and long vowel one-syllable words. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.
2nd	With prompting and support, student is unable or rarely able to: • apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" and "cvce" words that may contain common initial and/or ending blends. • decodes regularly spelled one-syllable words (closed and vowel-consonant-e syllables). • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	With support, student sometimes: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" and "cvce"words that may contain common initial and/or ending blends. • decodes regularly spelled one-syllable words (closed and vowel-consonant-e syllables). • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	Student consistently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc" and "cvce" words that may contain common initial and/or ending blends. • decodes regularly spelled one-syllable words (closed and vowel-consonant-e syllables). • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	Student consistently and independently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for"cvc." "cvce" and "cvvc" words that may contain common initial and/or ending blends. • decode two-syllable words containing closed and vowel-consonant-e syllables. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.

3rd	With prompting and support, student is unable or rarely able to: • apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc," "cvce" and "cvvc" words that may contain common blends, digraphs and/or digraph blends. • decode two-syllable words containing closed syllables, vowel-consonant-e syllables, and vowel team syllables. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	With support, student sometimes: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc," "cvce" and "cvvc" words that may contain common blends, digraphs and/or digraph blends. • decode two-syllable words containing closed syllables, vowel-consonant-e syllables, and vowel team syllables. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense.	Student consistently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for "cvc," "cvce" and "cvvc" words that may contain common blends, digraphs and/or digraph blends. • decode two-syllable words containing closed syllables, vowel-consonant-e syllables, and vowel team syllables. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense. •distinguishes long and short vowels in a single syllable word	Student consistently and independently: • knows apply grade level phonics or word attack skills in decoding words. • identify the spelling correspondence for"cvc," "cvce," "cvvc"and "cv" words that may contain common blends, digraphs and/or digraph blends. • decode two- three syllable words containing closed syllables, vowel-consonant-e syllables, vowel team syllables and open syllables. • use meaning of accumulated text to figure out unfamiliar words • self corrects at the point of error. •make sure reading makes sense. •distinguishes long and short vowels in a single syllable word

3. Recognizes sight words.

Trimester	1	2	3	4
1st	Student recognizes up to 74 sight words on Word Identification Assessment.	Student recognizes 75- 124 sight words on Word Identification Assessment.	Student recognizes 125 - 160 sight words on Word Identification Assessment.	Student recognizes 161 or more sight words on Word Identification Assessment.
2nd	Student recognizes up 150 sight words on Word Identification Assessment.	Student recognizes 151-179 sight words on Word Identification Assessment.	Student recognizes 180 - 219 sight words on Word Identification Assessment.	Student recognizes 220 or more sight words on Word Identification Assessment.
3rd	Student recognizes up to 178 sight words on Word Identification Assessment.	Student recognizes 179 - 199 sight words on Word Identification Assessment.	Student recognizes 220-259 sight words on Word Identification Assessment.	Student recognizes 260 or more sight words on Word Identification Assessment.

Word recognition as indicated on the Paramus Sight Word Lists for Primary Assessments.

4. Reads with comprehension.
⇢ *Demonstrates successful understanding of the text through retelling, summarizing, and interpreting the main idea.*

Trimester	1	2	3	4
1st	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.
2nd	Student has achieved reading success at Level E or below.	Student has achieved reading success at Level F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or above.
3rd	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.

5. Reads with fluency (accuracy, phrasing, rate, expression).
→ *Demonstrates the ability to read accurately at an appropriate pace with expression.*

Trimester	1	2	3	4
1st	With prompting and support, student: • reads letters and words slowly and/or inaccurately. (accuracy) • reads word-by-word, with long pauses between words. (phrasing) • reads hesitantly and repeats words or phrases. (rate) • reads in a monotone voice, lacking tone, pitch, and volume. (expression)	With support, student sometimes: • reads letters and words accurately. (accuracy) • reads in two or three phrases, putting words together to begin meaningful phrasing. (phrasing) • moves through text with slow-downs, stops, and pauses to solve words. (rate) • varies voice in tone, pitch and volume depending on context of story and end punctuation. (expression)	Students consistently: • reads "cvc" words accurately and quickly. (accuracy) • scoops words together to represent meaningful phrasing. (phrasing) • moves through text with some slow-downs, stops, and pauses to solve words. (rate) • matches voice in tone, pitch and volume depending on context of story, end punctuation and bold words. (expression)	Student consistently and independently: • reads "cvc" and "cvce" words fluently and accurately. (accuracy) • scoops words together to represent meaningful phrasing. (phrasing) • moves through text without slow-downs, stops, and pauses to solve words. (rate) • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words and character's feelings. (expression)
2nd	With prompting and support, student: • reads letters and words accurately.	With support, student sometimes: • reads "cvc" words accurately and quickly. (accuracy)	Students consistently: • reads c"cvc" and "cvce" words fluently and accurately. (accuracy)	Student consistently and independently: • reads multisyllabic words fluently

(accuracy) • reads in two or three phrases, putting words together to begin meaningful phrasing. *(phrasing)* • moves through text with slow-downs, stops, and pauses to solve words. *(rate)* • varies voice in tone, pitch and volume depending on context of story and end punctuation. *(expression)*	• scoops words together to represent meaningful phrasing. *(phrasing)* • moves through text with some slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation and bold words. *(expression)*	• scoops words together to represent meaningful phrasing. *(phrasing)* • moves through text with few slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words and character's feelings. *(expression)*	and accurately. *(accuracy)* • scoops words together in complex sentences with dialogue, representing meaningful phrasing. *(phrasing)* • moves through text without slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words, character's feelings and dialogue. *(expression)*
3rd	With prompting and support, student: • reads "cvc" words accurately and quickly. *(accuracy)* • scoops words together to represent meaningful phrasing. *(phrasing)* • moves through text with some slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation and bold words. *(expression)*	With support, student sometimes: • reads "cvc" and "cvce" words fluently and accurately. *(accuracy)* • scoops words together to represent meaningful phrasing. *(phrasing)* • moves through text with few slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words and character's feelings. *(expression)*	Students consistently: • reads multisyllabic words fluently and accurately. *(accuracy)* • scoops words together in complex sentences with dialogue, representing meaningful phrasing. *(phrasing)* • moves through text with minimal slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words, character's feelings and dialogue. *(expression)*	Student consistently and independently: • reads complex multisyllabic words fluently and accurately. *(accuracy)* • scoops words together in complex sentences with dialogue and split dialogue, representing meaningful phrasing. *(phrasing)* • moves through text without slow-downs, stops, and pauses to solve words. *(rate)* • matches voice in tone, pitch and volume depending on context of story, end punctuation, bold words, character's feelings, dialogue and genres. *(expression)*

6. Retells story with accuracy.

Trimester	1	2	3	4
1st	With prompting and support, student is unable or rarely able to retell big events from a story.	Student is sometimes able to retell big events from a story.	Student can consistently retell big events from a story.	Student can consistently retell all events from a story in higher level books.

	1	2	3	4
2nd	With prompting and support, student is unable or rarely able to retell big events from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell big events from a story in sequence, beginning/middle/end.	Student can consistently retell events from a story using details, including characters, setting, and problem solution.
3rd	With prompting and support, student is unable or rarely able to retell big events using details from a story in sequence, beginning/middle/end.	Student is sometimes able to retell big events using details from a story in sequence, beginning/middle/end.	Student consistently uses details including characters, setting, and problem solution while summarizing a story.	Student consistently uses details including characters, setting, problem-solution, and lessons learned while summarizing a more complex story.

7. Demonstrates stamina during independent reading.

Trimester	1	2	3	4
1st	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for more than 15 minutes.
2nd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes.	Student consistently sustains attention during independent reading for more than 20 minutes.
3rd	Student is unable or rarely able to sustain attention for 25 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.

WRITING

1. Generates ideas.

Trimester	1	2	3	4
1st	With prompting and support, student is unable or rarely able to: • generate few ideas from	With support, student sometimes: • generates some ideas from experience, expertise or imagination.	Student consistently: • generates and elaborates ideas from experience, expertise or	Student consistently and independently: • generates, elaborates and

	experience, expertise or imagination. • rehearses ideas with others before drafting. • brainstorms ideas utilizing pre-writing organizers (sketches, lists, graphic organizers) as modeled in units of study.	• rehearses ideas with others before drafting. • brainstorms ideas utilizing pre-writing organizers (sketches, lists, graphic organizers) as modeled in units of study.	imagination. • rehearses ideas with others to gather feedback before drafting. • brainstorms ideas utilizing pre-writing organizers (sketches, lists, graphic organizers) as modeled in units of study.	supports ideas from experience, expertise, imagination or opinion. • rehearses ideas with others and add or change ideas based on feedback to thoroughly update planning before drafting. • brainstorms ideas utilizing pre-writing organizers (sketches, lists, graphic organizers) as modeled in units of study.
2nd	• Student generates a few ideas from experience or imagination. • The topic is partially evident. • Student thinks, sketches, and writes a few ideas, as taught in units of study.	• Student generates some ideas from experience or imagination. • The topic is evident but too broad or too specific. • Student thinks, sketches, and writes a few ideas, as taught in units of study.	• Student generates ideas for writing from experience, imagination, or stories read together. • Student rehearses ideas with others. • Student chooses and narrows the topic with support. • Student thinks, sketches, and writes some ideas, as taught in units of study.	• Student generates ideas for writing from experience, imagination, and stories read. • Student rehearses ideas with others. • Student chooses and narrows a topic. • Student thinks, sketches, and writes a story with details about the narrowed topic, as taught in units of study.
3rd	• Student generates a few ideas from experience or Imagination. • Student chooses a topic that is somewhat clear. • Student thinks, sketches, and writes a few ideas, as taught in units of study.	• Student generates some ideas from experience, imagination, or stories read together. • Student chooses a clear topic. • Student thinks, sketches, and writes some ideas, as taught in units of study.	• Student generates ideas for writing from experience, stories read, and imagination. • Student rehearses stories with others. • Student chooses and narrows a topic. • Student thinks, sketches, and writes to add ideas and details, as taught in units of study.	• Student generates ideas for writing from experience, imagination, and stories read. • Student rehearses ideas independently. • Student chooses a narrow, specific topic. • Student thinks, sketches, and writes with many vivid ideas and details, as taught in units of study.

2. Writes complete sentences.

Trimester	1	2	3	4
ALL	• Student does not understand	• Student rarely understands that	• Student understands that every	• Student consistently understands

	that every sentence must be about something (subject) and tells something (predicate) about its subject. • Student does not stretch ideas from words to complete sentences.	every sentence must be about something (subject) and tells something (predicate) about its subject. • Student rarely stretches ideas from words to complete sentences.	sentence must be about something (subject) and tells something (predicate) about its subject. • Student stretches ideas from words to complete sentences.	that every sentence must be about something (subject) and tells something (predicate) about its subject. • Student consistently writes in complete sentences with conjunctions (and, but, if, etc.)

3. Demonstrates stamina in independent writing.

Trimester	1	2	3	4
1st	Student is unable or rarely able to write for 10 minutes.	Student is approaching a writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2nd	Student is unable or rarely able to write for 15 minutes.	Student is approaching a writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
3rd	Student is unable or rarely able to write for 20 minutes.	Student is approaching a writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.

4. Uses punctuation appropriately.

Trimester	1	2	3	4
ALL	With support, student rarely: • uses end punctuation for sentences (question marks, periods, exclamation points). • uses commas in dates and to separate single words in a series.	With support, student sometimes: • uses end punctuation for sentences (question marks, periods, exclamation points). • uses commas in dates and to separate single words in a series.	Student consistently: • uses end punctuation for sentences (question marks, periods, exclamation points). • uses commas in dates and to separate single words in a series.	Student consistently and independently: • uses end punctuation for sentences (question marks, periods, exclamation points). • uses commas in dates, to separate single words in a series and at the beginning of direct quotations.

5. Uses capitalization appropriately.

Trimester	1	2	3	4
ALL	With support, student rarely applies	With support, student is beginning	Student consistently applies	Student consistently and

	capitalization for names, places, dates, the beginning of sentences, and the pronoun "I."	to apply capitalization for names, places, dates, the beginning of sentences, and the pronoun "I."	capitalization for names, places, dates, the beginning of sentences, and the pronoun "I."	independently applies capitalization for names, places, dates, books, stores, movies, locations, the beginning of sentences, and the pronoun "I."

6. Applies conventions of grammar and usage.

Trimester	1	2	3	4
1st	With support, 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.	With support, student is beginning to apply grade-level grammar/usage, including: • "I" voice when using personal narrative. • Action words. • Match nouns and verbs (they hop; Bob hops). • Describing words.	Student consistently applies grade-level grammar/usage, including: • "I" voice when using personal narrative. • Action words. • Match nouns and verbs (they hop, Bob hops). • Describing words.	Student consistently and independently applies above-grade-level grammar/usage, including: • "I" voice when using personal narrative. • Action words. • Match nouns and verbs (they hop; Bob hops). • Describing words. • Collective nouns to describe groups.
2nd	With support, 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 a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).	With support, 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). • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory).	Student applies grade-level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally). • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.	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 a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory), including determiners (this, that, these, those) and prepositions.
3rd	With support, student rarely applies grade-level grammar/usage as listed in the 1st	With support, student is beginning to apply grade-level grammar/usage as listed in the 1st and 2nd	Student applies grade-level grammar/usage as listed in the 1st and 2nd Trimesters, plus:	Student consistently applies above-grade-level grammar/usage as listed in the 1st and 2nd Trimesters,

	and 2nd Trimesters, plus: • Writers vary 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).	Trimesters, Plus: • Writers vary 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).	• Writers vary 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).	Plus: • Writers vary 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).

7. Learns and applies spelling patterns.

Trimester	1	2	3	4
ALL	With support, student rarely: • uses conventional spelling for words with common spelling patterns and for common irregular words. • uses phonetic spelling for untaught words. • writes common sight words with automaticity.	With support, student sometimes: • uses conventional spelling for words with common spelling patterns and for common irregular words. • uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. • writes common sight words with automaticity.	Student consistently: • uses conventional spelling for words with common spelling patterns and for common irregular words. • uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. • writes common sight words with automaticity.	Students consistently and independently: • uses conventional spelling for words with common spelling patterns, irregular spelling patterns and multisyllabic words. • uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. • uses untaught sight words with automaticity.

8. Forms letters and numerals correctly.

Trimester	1	2	3	4
ALL	Student does not form letters and numerals correctly.	Student rarely forms letters and numerals correctly.	Student forms letters and numerals correctly.	Student consistently forms all letters and numerals correctly.

9. Spaces letters and words correctly.

Trimester	1	2	3	4
ALL	Student does not space letters correctly or write with appropriate	Student occasionally spaces letters correctly and writes with	Student consistently spaces letters correctly and writes with	Student consistently and independently writes with

	spacing between words.	appropriate spacing between words.	appropriate spacing between words.	appropriate spacing of letters and between words.

10. Produces neat and legible work.

Trimester	1	2	3	4
ALL	Student does not produce neat and legible work.	Student occasionally produces neat and legible work.	Student consistently produces neat and legible work.	Student consistently and independently produces neat and legible work.

LISTENING AND SPEAKING

1. Clearly expresses ideas orally.

Trimester	1	2	3	4
ALL	Student rarely expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student occasionally expresses ideas and comments in clear language and in complete sentences, using correct verb tenses.	Student consistently expresses ideas and comments in clear language and in complete sentences using correct verb tenses.	Student has achieved grade-level expectations and extends ideas in complete sentences, using correct subject-verb agreement and correct use of irregular plural nouns.

2. Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	• Student rarely responds to comments of others through multiple exchanges. • Student rarely asks questions about information presented orally in order to deepen understanding.	• Student occasionally responds to comments of others through multiple exchanges. • Student occasionally asks questions about information presented orally or visually in in order to deepen understanding.	• Student consistently responds to comments of others through multiple exchanges. • Student asks and answers questions about information presented orally or visually in in order to deepen understanding.	Student has achieved grade-level expectations, restates key elements, and answers questions about information to deepen understanding or clarify comprehension.

3. Participates in group discussions actively and appropriately.

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Trimester	1	2	3	4
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 and 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 and 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.

MATH

1. Understands and applies mathematical concepts.

Trimester	1	2	3	4
1st	**Counting Sequence:** • Student is unable to recognize, identify, and write numbers to 20. • Student is unable to count sets of numbers up to 20. • Student is unable to practices rote counting forward and backward from any number 1 to 30. • Student is unable to represent a teen number as a group of ten and some number of ones. **Comparing and Ordering Numbers to 20:** Student is unable to compare two quantities up to 20 to see which is greater. **Addition:**	**Counting Sequence:** • Student sometimes recognizes, identifies, and write numbers to 20. • Student sometimes counts sets of numbers up to 20. • Student sometimes practices rote counting forward and backward from any number 1 to 30. • Student sometimes represents a teen number as a group of ten and some ones. **Comparing and Ordering Numbers to 20:** Student sometimes compares two quantities up to 20 to see which is greater. **Addition:**	**Counting Sequence:** • Student consistently recognizes, identifies, and writes numbers to 20. • Student consistently counts sets of numbers up to 20. • Student consistently practices rote counting forward and backward from any number 1 to 30. • Student consistently represents a teen number as a group of ten and some number of ones. **Comparing and Ordering Numbers to 20:** Student consistently compares two quantities up to 20 to see which is greater. **Addition:**	**Counting Sequence:** • Student consistently recognizes, identifies, and writes numbers beyond 20. • Student consistently counts sets of numbers beyond 20. • Student consistently practices rote counting forward and backward from any number 1 to 30 using mental math. • Student consistently represent a two-digit number as a group of ten(s) and ones. **Comparing and Ordering Numbers to 20:** Student consistently compares two quantities up to 20 and can elaborate their reasoning

• Student is unable to understand that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20. • Student is unable to understand, represent, and solve problems involving addition. **Subtraction:** • Student is unable to understand that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20. • Student is unable to understand that subtraction is finding the difference. • Student is unable to understand, represent, and solve problems involving subtraction. **Geometry:** • Student is unable to sort and compare 2-dimensional figures according to attributes. • Student is unable to compose and decompose 2D shapes out of models. • Student is unable to describe shapes' size and the correlation to fewer or more within an outline. • Student is unable to construct triangles and quadrilaterals of different types and sizes.	• Student sometimes understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20. • Student sometimes understands, represents, and solves problems involving addition. **Subtraction:** • Student sometimes understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20. • Student sometimes understands that subtraction is finding the difference. • Student sometimes understands, represents, and solves problems involving subtraction. **Geometry:** • Student sometimes sorts and compares 2-dimensional figures according to attributes. • Student sometimes composes and decomposes 2D shapes out of models. • Student sometimes describes shapes' size and the correlation to fewer or more within an outline. • Student sometimes constructs triangles and quadrilaterals of different types and sizes.	• Student consistently understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums to 20. • Student consistently understands, represents, and solves problems involving addition. **Subtraction:** • Student consistently understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences up through 20. • Student consistently understands that subtraction is finding the difference. • Student consistently understands, represents, and solves problems involving subtraction. **Geometry:** • Student consistently sorts and compares 2-dimensional figures according to attributes. • Student consistently composes and decomposes 2D shapes out of models. • Student consistently describes shapes' size and the correlation to fewer or more within an outline. • Student consistently constructs triangles and quadrilaterals of different types and sizes.	for which is greater. **Addition:** • Student consistently understands that addition can be recorded by an expression (6+3) or by an equation (6+3=9) that shows sums greater than 20. • Student consistently understands, represents, and solves problems involving addition in a variety of ways. **Subtraction:** • Student consistently understands that subtraction can be recorded by an expression (6-3) or by an equation (6-3=3) that shows differences beyond 20. • Student consistently understands that subtraction is finding the difference and can be shown through a variety of ways. • Student consistently understands, represents, and solves problems involving subtraction in a variety of ways. **Geometry:** • Student consistently sorts and compares 2-dimensional figures according to attributes in multiple ways. • Student consistently composes and decomposes 2D shapes out of a model in multiple ways. • Student consistently describes shapes' size, name and the correlation to fewer or more within

			an outline. • Student consistently constructs and compares triangles and quadrilaterals of different types and sizes.
2nd	**Counting and Number Patterns to 100:** • Student is unable or rarely able to read and write numbers to 120. • Student is unable or rarely able to identify and continue place value patterns. **Tens and Ones:** • Student is unable or rarely able to count by tens and add ones for a total. • Student is unable or rarely able to read and write 2-digit numbers in multiple ways. **Comparing and Ordering Numbers to 120:** Student is unable or rarely able to use place value to compare and order numbers. **Measurement:** Student is unable or rarely able to compare and order objects by size, length, capacity, weight, and temperature. **Time:** Student is unable or rarely able to tell time from an analog clock in hours and half-hours. **Fractional Parts:** Student is unable or rarely able to identify the equal division of a region into halves,	**Counting and Number Patterns to 120:** • Student can sometimes read and write numbers to 120. • Student can sometimes identify and continue place value patterns. **Tens and Ones:** • Student can sometimes count by tens and add ones for a total. • Student can sometimes read and write 2-digit numbers in multiple ways. **Comparing and Ordering Numbers to 120:** Student is sometimes able to use place value to compare and order numbers. **Measurement:** Student is sometimes able to compare and order objects by size, length, capacity, weight, and temperature. **Time:** Student can sometimes tell time from an analog clock in hours and half-hours. **Fractional Parts:** Student is sometimes able to identify the equal division of a region into halves, thirds, and quarters.	**Counting and Number Patterns to 120:** • Student can consistently read and write numbers to 120. • Student can consistently identify and continue place value patterns. **Tens and Ones:** • Student can consistently count by tens and add ones for a total. • Student can consistently read and write 2-digit numbers in multiple ways. **Comparing and Ordering Numbers to 120:** Student is consistently able to use place value to compare and order numbers. **Measurement:** Student is consistently able to compare and order objects by size, length, capacity, weight, and temperature **Time:** Student can consistently tell time from an analog clock in hours and half-hours. **Fractional Parts:** Student can consistently identify the equal division of a region into halves, thirds, and quarters.	**Counting and Number Patterns to 120:** • Student can consistently read and write numbers beyond 120. • Student can consistently identify and continue place value patterns beyond 120. **Tens and Ones:** • Student can consistently count by tens and add ones beyond 120. • Student can consistently read and write 3-digit numbers in multiple ways. **Comparing and Ordering Numbers to 120:** • Student is consistently able to use place value to compare and order numbers beyond 120. • Student can explain number relationships, especially on a 120 chart and in location to the next multiple of 10. **Measurement:** Student is consistently able to compare, order and provide mathematical reasoning when discussing objects size, length, capacity, weight, and temperature **Time:** Student can tell time from

		thirds, and quarters.			an analog clock in hours, half-hours, quarter-hours, and minutes. **Fractional Parts:** Student is able to consistently identify the equal division of a region into halves, thirds, quarters, sixths, and eighths.
3rd	**Data and Graphs:** • Student is unable or rarely able to organize, represent, and interpret data using a variety of graphs. • Student is unable or rarely able to problem-solve using graphs. **Adding and Subtracting with Tens and Ones:** • Student is unable or rarely able to add and subtract tens to a 2-digit number. • Student is unable or rarely able to add multiples of 10 to a 2-digit number by skip counting. • Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with and without regrouping. **Geometry:** • Student is unable or rarely able to use geometric language to describe and identify defining attributes of familiar 3-D shapes.	**Data and Graphs:** • Student sometimes organizes, represents, and interprets data using a variety of graphs. • Student sometimes problem-solves using graphs. **Adding and Subtracting with Tens and Ones:** • Student is sometimes able to add and subtract tens to a 2-digit number. • Student is sometimes able to add multiples of 10 to a 2-digit number by skip counting. • Student is sometimes able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student is sometimes able to subtract a 1-digit number from a 2-digit number with and without regrouping. **Geometry:** • Student can sometimes use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can sometimes compose	**Data and Graphs:** • Student consistently organizes, represents, and interprets data using a variety of graphs. • Student consistently problem-solves using graphs. **Adding and Subtracting with Tens and Ones:** • Student consistently is able to add and subtract tens to a 2-digit number. • Student is consistently able to add multiples of 10 to a 2-digit number by skip counting. • Student is consistently able to add 1-digit numbers to 2-digit numbers with and without regrouping. • Student consistently is able to subtract a 1-digit number from a 2-digit number with and without regrouping. **Geometry:** • Student can consistently use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can consistently	**Data and Graphs:** • Student consistently organizes, represents, interprets data using a variety of graphs. • Student problem-solves using graphs. • Student makes predictions based upon data and probability outcomes. **Adding and Subtracting with Tens and Ones:** Student is able to consistently add and subtract any combination of 2-digit and 3-digit numbers. **Geometry:** • Student can consistently and independently use geometric language to describe and identify defining attributes of familiar 3-D shapes. • Student can consistently and independently compose 3-D shapes. • Student can consistently and independently match a 2-D representation of a 3-D shape to the outline of one of its faces. **Time:** Student can tell time from

	• Student is unable or rarely able to compose 3-D shapes. • Student is unable or rarely able to match a 2-D representation of a 3-D shape to the outline of one of its faces. **Time:** Student is unable or rarely able to tell time from an analog clock in hours and half-hours.	3-D shapes. • Student can sometimes match a 2-D representation of a 3-D shape to the outline of one of its faces. **Time:** Student can sometimes tell time from an analog clock in hours and half-hours.	compose 3-D shapes. • Student can consistently match a 2-D representation of a 3-D shape to the outline of one of its faces. **Time:** Student can consistently tell time from an analog clock in hours and half-hours.	an analog clock in hours, half-hours, quarter-hours, and minutes.

2. Recalls math facts with accuracy.

Trimester	1	2	3	4
ALL	Student is unable or rarely able to add within sums of 10. Student is unable or rarely able to subtract from 10	Student can sometimes add within sums of 10. Student can sometimes subtract from 10.	Student can consistently add within sums of 10. Student can consistently subtract within 10.	Student is able to consistently add 1-digit numbers beyond 10. Student is able to consistently subtract 1-digit numbers beyond 10.

3. Uses a variety of strategies to solve problems.

Trimester	1	2	3	4
1st	• Student is unable or rarely able to use strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. • Student is unable or rarely able to use strategies (related addition, drawings, concrete items) with differences through 20.	• Student sometimes uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. • Student sometimes uses strategies (related addition, drawings, concrete items) with differences through 20.	• Student consistently uses strategies (counting on, making 10, decomposing a number, doubles) with sums through 20. • Student uses strategies (related addition, drawings, concrete items) with differences through 20.	Student consistently internalizes sums and differences through 20 without using strategies.
2nd	Student is unable or rarely able to identify and use patterns to solve problems.	Student sometimes identifies and uses patterns to solve problems.	Student consistently 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.

| 3rd | Student is unable or rarely able to identify and use patterns to solve problems. | Student sometimes identifies and uses patterns to solve problems. | Student consistently 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. |

4. Demonstrates understanding of addition.

Trimester	1	2	3	4
1st	Student does not understand and cannot explain properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student understands and explains some properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of addition using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of addition with sums greater than 10 by using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.
2nd	Student does not understand and cannot explain properties of addition with sums up to 18 by using representations (objects, drawings, story contexts)	Student understands and explains some properties of addition with sums up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums greater than 18 by using representations (objects, drawings, story contexts).
3rd	Student does not understand and cannot explain properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of addition with sums greater than 20 by using representations (objects, drawings, story contexts).

5. Demonstrates understanding of subtraction.

Trimester	1	2	3	4
1st	Student does not understand and cannot explain properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student understands and explains some properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of subtraction using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.	Student consistently understands and explains properties of subtraction with missing parts greater than 10 using counters, ten frames, number lines, drawings, 10 and some more, or doubles facts.

	1	2	3	4
2nd	Student does not understand and cannot explain properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts up to 18 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 18 by using representations (objects, drawings, story contexts).
3rd	Student does not understand and cannot explain properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student understands and explains some properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts)	Student consistently understands and explains properties of subtraction with missing parts up to 20 by using representations (objects, drawings, story contexts).	Student consistently understands and explains properties of subtraction with missing parts greater than 20 by using representations (objects, drawings, story contexts).

6. Demonstrates understanding of numbers up to 100.

Trimester	1	2	3	4
1st	Student is unable or rarely able to compare numbers up to 20 using "greater than" and "less than" vocabulary.	Student is sometimes able to compare and order numbers up to 12 using "greater than" and "less than" vocabulary.	Student is consistently able to compare and order numbers up to 12 using "greater than" and "less than" vocabulary.	Student is consistently able to compare and order numbers greater than 12 using "greater than" and "less than" vocabulary.
2nd	Student is unable or rarely able to compare and order 3 or more numbers up to 120 using position words	Student is sometimes able to compare and order 3 or more numbers up to 100 using position words.	Student is consistently able to compare and order 3 or more numbers up to 100 using position words.	Student is consistently able to compare and order 5 or more numbers up to 100 using position words.
3rd	• Student is unable or rarely able to add and subtract 10 from a 2-digit number. • Student is unable or rarely able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	• Student is sometimes able to add and subtract 10 from a 2-digit number. • Student is sometimes able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	• Student is consistently able to add and subtract 10 from a 2-digit number. • Student is consistently able to subtract a 1-digit number from a 2-digit number with renaming a ten to ones.	• Student is consistently able to add and subtract 10 from a 2-digit and 3-digit number. • Student is consistently able to subtract a 1-digit and 2-digit number from a 2-digit or 3-digit number with renaming a ten to ones.

SCIENCE

Demonstrates understanding of concepts.
EARTH SCIENCE: Earth and Space

Trimester	1	2	3	4
1st	Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Identify what causes the pattern of day and night. • Explain what causes the seasons. • Communicate why the moon seems to change. • Describe the sun and stars.	Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Identify what causes the pattern of day and night. • Explain what causes the seasons. • Communicate why the moon seems to change. • Describe the sun and stars.	Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Identify what causes the pattern of day and night. • Explain what causes the seasons. • Communicate why the moon seems to change. • Describe the sun and stars.	Student consistently and independently extends understanding through application of the following: • Identify what causes the pattern of day and night. • Explain what causes the seasons. • Communicate why the moon seems to change. • Describe the sun and stars.

Demonstrates understanding of concepts.
PHYSICAL SCIENCE: Sound Energy, Light Energy, and Use Energy to Communicate

Trimester	1	2	3	4
2nd	Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how sound is made. • Explain how sound changes. • Identify what is light. • Communicate how light travels through different materials. • Describe how light bounces off	Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how sound is made. • Explain how sound changes. • Identify what is light. • Communicate how light travels through different materials. • Describe how light bounces off	Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how sound is made. • Explain how sound changes. • Identify what is light. • Communicate how light travels through different materials. • Describe how light bounces off	Student consistently and independently extends understanding through application of the following: • Describe how sound is made. • Explain how sound changes. • Identify what is light. • Communicate how light travels through different materials. • Describe how light bounces off objects.

objects. • Explain how we can use light and sound to communicate. • Identify how communication changed over time.	objects. • Explain how we can use light and sound to communicate. • Identify how communication changed over time.	objects. • Explain how we can use light and sound to communicate. • Identify how communication changed over time.	• Explain how we can use light and sound to communicate. • Identify how communication changed over time.

Demonstrates understanding of concepts of
LIFE SCIENCE: Plants and Animals, Offspring and Their Parents

Trimester	1	2	3	4
3rd	Student rarely demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how living and nonliving things are different. • Explain how different parts of a plant help it live. • Identify how body parts help animals. • Communicate how plant and animal parts help solve human problems. • Describe how plants grow and change. • Explain how plants are like their parents. • Identify how animals are alike and different. • Communicate how young animals are alike and unlike their parents. • Describe how animal offspring survive.	Student is beginning to demonstrate understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how living and nonliving things are different. • Explain how different parts of a plant help it live. • Identify how body parts help animals. • Communicate how plant and animal parts help solve human problems. • Describe how plants grow and change. • Explain how plants are like their parents. • Identify how animals are alike and different. • Communicate how young animals are alike and unlike their parents. • Describe how animal offspring survive.	Student demonstrates understanding of vocabulary, Crosscutting Concepts, Science and Engineering practices, and key concepts including: • Describe how living and nonliving things are different. • Explain how different parts of a plant help it live. • Identify how body parts help animals. • Communicate how plant and animal parts help solve human problems. • Describe how plants grow and change. • Explain how plants are like their parents. • Identify how animals are alike and different. • Communicate how young animals are alike and unlike their parents. • Describe how animal offspring survive.	Student consistently and independently extends understanding through application of the following: • Describe how living and nonliving things are different. • Explain how different parts of a plant help it live. • Identify how body parts help animals. • Communicate how plant and animal parts help solve human problems. • Describe how plants grow and change. • Explain how plants are like their parents. • Identify how animals are alike and different. • Communicate how young animals are alike and unlike their parents. • Describe how animal offspring survive.

SOCIAL STUDIES

Demonstrates understanding of concepts.
   1. **Unit 1: Communities and Our Role in Them**

Trimester	1	2	3	4
1st	Student rarely demonstrates understanding of key concepts of our communities and our role in them, including: • Identifying the communities to which they belong. • Making observations with maps and interpreting them. • Identifying and illustrating urban, suburban, and rural communities. • Comparing and contrasting urban, suburban, and rural communities. • Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. • Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year.	Student is beginning to demonstrate understanding of key concepts of our communities and our role in them, including: • Identifying the communities to which they belong. • Making observations with maps and interpreting them. • Identifying and illustrating urban, suburban, and rural communities. • Comparing and contrasting urban, suburban, and rural communities. • Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. • Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year.	Student demonstrates understanding of key concepts of our communities and our role in them, including: • Identifying the communities to which they belong. • Making observations with maps and interpreting them. • Identifying and illustrating urban, suburban, and rural communities. v Comparing and contrasting urban, suburban, and rural communities. • Drawing conclusions and developing logical arguments related to whether a situation is fair or unfair. • Synthesizing information learned about conflict resolution in order to handle conflicts throughout the year.	Student meets standards and is able to extend key concepts to real-life experiences.

Demonstrates understanding of concepts.
   2. **Unit 2: Cultures and Celebrations Across Time and Place**

Trimester	1	2	3	4
2nd	Student rarely demonstrates	Student is beginning to	Student demonstrates	Student meets standards and is able

| understanding of key concepts of cultures and celebrations across time and place, including:
• Identifying the culture(s) to which they belong and the characteristics of those cultures.
• Identifying the celebrations of those cultures.
• Making observations with and interpreting maps and globes.
• Identifying the countries of their ancestors on a map.
• Comparing and contrasting their own culture(s) with the cultures of classmates.
• Drawing conclusions as to how time and places cause cultures and celebrations to change.
• Synthesizing information learned about cultures in order to appreciate differences and get along better. | demonstrate understanding of key concepts of cultures and celebrations across time and place, including:
• Identifying the culture(s) to which they belong and the characteristics of those cultures.
• Identifying the celebrations of those cultures.
• Making observations with and interpreting maps and globes.
• Identifying the countries of their ancestors on a map.
• Comparing and contrasting their own culture(s) with the cultures of classmates.
• Drawing conclusions as to how time and places cause cultures and celebrations to change.
• Synthesizing information learned about cultures in order to appreciate differences and get along better. | understanding of key concepts of cultures and celebrations across time and place, including:
• Identifying the culture(s) to which they belong and the characteristics of those cultures.
• Identifying the celebrations of those cultures.
• Making observations with and interpreting maps and globes.
• Identifying the countries of their ancestors on a map.
• Comparing and contrasting their own culture(s) with the cultures of classmates.
• Drawing conclusions as to how time and places cause cultures and celebrations to change.
• Synthesizing information learned about cultures in order to appreciate differences and get along better. | to extend key concepts to real-life experiences. |

Demonstrates understanding of concepts.
3. Unit 3: Making Changes Past and Present

Trimester	1	2	3	4
3rd	Student rarely demonstrates knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including: • Identifying that history is the story of change. • Identifying historical people and	Student is beginning to demonstrate knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including: • Identifying that history is the story of change. • Identifying historical people and	Student demonstrates knowledge of facts and understanding of key concepts about how the world has changed over time, and how people from the past made changes that affect and improve our lives today, including: • Identifying that history is the story of change. • Identifying historical people and events from our country.	Student meets standards and is able to extend key concepts to real-life experiences.

events from our country. • Making observations of changes within our community over time. • Comparing and contrasting fictional characters and historical figures who have made changes. • Drawing conclusions on how to make changes in their lives and the community. • Synthesizing information learned to appreciate how our world is a better place because of the changes people made.	events from our country. • Making observations of changes within our community over time. • Comparing and contrasting fictional characters and historical figures who have made changes. • Drawing conclusions on how to make changes in their lives and the community. • Synthesizing information learned to appreciate how our world is a better place because of the changes people made.	• Making observations of changes within our community over time. • Comparing and contrasting fictional characters and historical figures who have made changes. • Drawing conclusions on how to make changes in their lives and the community. • Synthesizing information learned to appreciate how our world is a better place because of the changes people made.	

ART			
1. Demonstrates understanding of skills and concepts.			

Trimester	1	2	3	4
ALL	**Elements and Principles of Art:** Student needs support in the following areas: • Student is unable to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. **Art History/Art Appreciation:** Student needs support in the following areas: • Student rarely identifies basic characteristics of artists' styles.	**Elements and Principles of Art:** Student is approaching standards in the following areas: • Student is developing the skills needed to create 2- and 3-dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. **Art History/Art Appreciation:** Student is approaching standards in the following areas: • Student is beginning to identify	**Elements and Principles of Art:** Student meets standards in the following areas: • Student is able to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. **Art History/Art Appreciation:** Student meets standards in the following areas: • Student is able to identify	**Elements and Principles of Art:** Student exceeds standards in the following areas: • Student is able to create 2- and 3-dimensional works of art using the basic elements/principles of art such as primary colors, secondary colors, color mixing, line, shape, repetition, rhythm, and pattern. **Art History/Art Appreciation:** Student exceeds standards in the following areas: • Student consistently identifies basic characteristics of artists'

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• Student rarely identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. • Student rarely identifies the basic elements of art and principles of design in diverse types of artwork. **Creative Process:** Student needs support in the following areas: • Student rarely applies use of elements of art and basic media in his/her artwork. • Student rarely demonstrates the application of visual literacy. • Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.	basic characteristics of artists' styles. • Student is beginning to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. • Student is beginning to identify the basic elements of art and principles of design in diverse types of artwork. **Creative Process:** Student is approaching standards in the following areas: • Student is beginning to apply use of elements of art and basic media in his/her artwork. • Student is beginning to demonstrate the application of visual literacy. • Student is beginning to create works of art based on observation of the physical world that illustrates how art is a part of everyday life.	characteristics of artists' styles. • Student is able to identify and apply visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. • Student is able to identify the basic elements of art and principles of design in diverse types of artwork. **Creative Process:** Student meets standards in the following areas: • Student applies use of elements of art and basic media in his/her artwork. • Student understands and demonstrates the application of visual literacy. • Student can create works of art based on observation of the physical world that illustrates how art is a part of everyday life.	styles. • Student consistently identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional. • Student consistently identifies the basic elements of art and principles of design in diverse types of artwork. **Creative Process:** Student exceeds standards in the following areas: • Student consistently applies use of elements of art and basic media in his/her artwork. • Student consistently demonstrates the application of visual literacy. • Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life. • Student consistently demonstrates creative expression of ideas.

MUSIC			
1. Demonstrates understanding of skills and concepts.			

Trimester	1	2	3	4
ALL	**Performance:** Student needs support in the	**Performance:** Student is approaching standards	**Performance:** Student meets standards in the	**Performance:** Student exceeds standards in the

following areas: • Student is unable to echo the teacher by singing in patterns, calls, and chants. • Student is unable to add the steady beat through movement, clapping, and performing on instruments. • Student is unable to play simple patterns on non-pitched and barred/mallet instruments. **Listen and Respond:** Student needs support in the following areas: • Student is unable to match pitch when singing alone or when echoing the teacher. • Student is unable to differentiate between music that is loud/soft, fast/slow, and high/low. • Student is unable to identify simple musical elements. • Student is unable to critique Grade-level-appropriate musical performance. **Create:** Student needs support in the following areas: • Student is unable to add musically appropriate, 4-beat rhythmic patterns. • Student is unable to create movement and dramatization to follow song narrative and story. • Student is unable to create melodic patterns on a pentatonic scale.	in the following areas: • Student is developing the ability to sing music of a variety of styles and cultures, alone and with others. • Student is developing the ability to echo the teacher by singing in patterns, calls, and chants. • Student is developing the ability to add the steady beat through movement, clapping, and performing on instruments. • Student is developing the ability to play simple patterns on non-pitched and barred/mallet instruments. **Listen and Respond:** Student is approaching standards in the following areas: • Student is beginning to match pitch when singing alone or when echoing the teacher. • Student is learning how to differentiate between music that is loud/soft, fast/slow, and high/low. • Student is beginning to identify simple musical elements. • Student is beginning to critique grade-level appropriate musical Performance. **Create:** Student is approaching standards in the following areas: • Student is beginning to add musically appropriate, 4-beat rhythmic patterns. • Student is beginning to create movement and dramatization to	following areas: • Student is able to sing music of a variety of styles and cultures. alone and with others. • Student is able to echo the teacher by singing in patterns, calls, and chants. • Student is able to add the steady beat through movement, clapping, and performing on instruments. • Student is able to play simple patterns on non-pitched and barred/mallet instruments. **Listen and Respond:** Student meets standards in the following areas: • Student is able to match pitch when singing alone or when echoing the teacher. • Student is able to listen and differentiate between music that is loud/soft, fast/slow, and high/low. • Student is able to identify simple musical elements. • Student is able to critique grade-level-appropriate musical performance. **Create:** Student meets standards in the following areas: • Student is able to add musically appropriate, 4-beat rhythmic patterns. • Student is able to create movement and dramatization to follow song narrative and story. • Student is able to create melodic	following areas: • Student is consistently able to sing music of a variety of styles and cultures. alone and with others. • Student is consistently able to echo the teacher by singing in patterns, calls, and chants. • Student is consistently able to add steady beat through movement, clapping, and performing on instruments. • Student is consistently able to play simple patterns on non-pitched and barred/mallet instruments. **Listen and Respond:** Student exceeds standards in the following areas: • Student consistently matches pitch when singing alone or when echoing the teacher. • Student consistently listens to and differentiates between music that is loud/soft, fast/slow, and high/low. • Student is consistently able to identify simple musical elements. • Student is consistently able to critique grade-level-appropriate musical performance. **Create:** Student exceeds standards in the following areas: • Student is consistently able to add musically appropriate,4-beat rhythmic patterns. • Student is consistently able to

	Reading and Notating: Student needs support in the following areas: • Student is unable to notate the beat with graphics or shapes. • Student is unable to identify quarter notes, quarter rests, and paired eighth notes. • Student is unable to identify the symbols for the staff, lines, and spaces. • Student is unable to sing sol-mi-la solfege syllables with pitch accuracy. • Student is unable to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.	follow song narrative and story. • Student is beginning to create melodic patterns on a pentatonic scale. **Reading and Notating:** Student is approaching standards in the following areas: • Student is beginning to notate the beat with graphics or shapes. • Student is beginning to identify quarter notes, quarter rests, and paired eighth notes. • Student is beginning to identify the symbols for the staff, lines, and spaces. • Student is developing the ability to sing sol-mi-la solfege syllables with pitch accuracy. • Student is developing the ability to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.	patterns on a pentatonic scale. **Reading and Notating:** Student meets standards in the following areas: • Student is able to notate the beat with graphics or shapes. • Student is able to identify quarter notes, quarter rests, and paired eighth notes. • Student is able to identify the symbols for the staff, lines, and spaces. • Student is able to sing sol-mi-la solfege syllables with pitch accuracy. • Student is able to match sol-mi-la solfege syllables with corresponding Kodaly hand signs.	create movement and dramatization to follow song narrative and story. • Student is consistently able to create melodic patterns on a pentatonic scale. **Reading and Notating:** Student exceeds standards in the following areas: • Student is consistently able to notate the beat with graphics or shapes. • Student is consistently able to identify quarter notes, quarter rests, and paired eighth notes. • Student is consistently able to identify the symbols for the staff, lines, and spaces. • Student is able to sing sol-mi-la solfege syllables consistently with pitch accuracy. • Student is able to match sol-mi-la solfege syllables consistently with corresponding Kodaly hand signs.