



## GRADING BENCHMARKS - THIRD 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 K or below.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O or above.
2nd	Student has achieved reading success at Level M or below.	Student has achieved reading success at Level N.	Student has achieved reading success at Level O.	Student has achieved reading success at Level P or above.
3rd	Student has achieved reading	Student has achieved reading	Student has achieved reading	Student has achieved reading



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	success at Level N or below.	success at Level O.	success at Level P.	success at Level Q or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).</i>				
<b>2. Uses various strategies to decode text (pictures, context, phonics).</b>				
Trimester	1	2	3	4
<b>ALL</b>	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words in a higher level text.
<b>3. Reads with comprehension: Literal (main idea, retelling, summarizing).</b>				
Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> <li>• Literal retelling and responses from Level K texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details.</li> <li>• Student asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text-based details, as taught in units of study.</li> <li>• Literal retelling and responses from Level L or M texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of on-level texts.</li> <li>• Student describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information in the text, as taught in units of study.</li> <li>• Literal retelling and responses from Level N texts; student cites specific support to assist in interpretation of text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding.</li> <li>• Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> <li>• Student describes the stated author’s purpose, as taught in units of study.</li> <li>• Literal retelling and responses from Level O or above texts; student cites specific support to assist in interpretation of text.</li> </ul>



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<p><b>2nd</b></p>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> <li>• Literal retelling and responses from Level M texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details; asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text-based details, as taught in units of study.</li> <li>• Literal retelling and responses from Level N texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of on-level texts.</li> <li>• Student describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information in the text, as taught in units of study.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level O texts.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding.</li> <li>• Retelling describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> <li>• Student describes the stated author’s purpose, as taught in units of study.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level P or above texts.</li> </ul>
<p><b>3rd</b></p>	<ul style="list-style-type: none"> <li>• Student demonstrates a weak literal understanding of texts.</li> <li>• Retelling may identify few story elements using very few or no text-based details.</li> <li>• Student asks and answers few relevant questions about the text, as taught in units of study.</li> <li>• Literal retelling and responses from Level N texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a partial literal understanding of texts.</li> <li>• Retelling may include some details but not the main idea.</li> <li>• Student compares a few details.</li> <li>• Student asks a few “right there” questions.</li> <li>• Student may describe some story elements using few text-based details, as taught in units of study.</li> <li>• Literal retelling and responses from Level O texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates a literal understanding of on-level texts.</li> <li>• Student describes story elements using relevant text-based details.</li> <li>• Student compares, contrasts, and sequences events from texts.</li> <li>• Student asks and answers “right there” questions to explain stated ideas, including the author’s purpose.</li> <li>• Student asks and answers “right there” questions about facts and information in the text, as taught in units of study.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level P texts.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates a thorough literal understanding.</li> <li>• Student describes and explains story elements (setting, characters, events), or main ideas of the entire text, and uses many relevant text-based details.</li> <li>• Student asks and answers “right there” questions to compare and contrast story elements and sequence events.</li> <li>• Student describes the stated author’s purpose, as taught in units of study.</li> <li>• Student cites specific support to assist in interpretation of text.</li> <li>• Literal retelling and responses from Level Q or above texts.</li> </ul>



*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment (IRLA).*

**4. Reads with comprehension: Inferential (inferences, predictions, conclusions, and supports with evidence)**  
**→ Demonstrates successful understanding of the text through inferences, predictions, conclusion, and supports with evidence.**

Trimester	1	2	3	4
<b>1st</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little inferential understanding of texts.</li> <li>• Student makes few relevant inferences from illustrations.</li> <li>• Student may make some predictions before and during reading, as taught in units of study.</li> <li>• Inferential retelling and responses from Level K texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of texts.</li> <li>• Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study.</li> <li>• Inferential retelling and responses from Level L or M texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts.</li> <li>• Student recognizes some clues that imply ideas or information.</li> <li>• Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose.</li> <li>• Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study.</li> <li>• Inferential retelling and responses from Level N texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts.</li> <li>• Student recognizes and uses clues in the text to make relevant inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose.</li> <li>• Student synthesizes stated and implied ideas across the text.</li> <li>• Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study.</li> <li>• Inferential retelling and responses from Level O or above texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level questions with increasing depth.</li> </ul>
<b>2nd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little inferential understanding of texts.</li> <li>• Student makes few relevant inferences from illustrations.</li> <li>• Student may make some predictions before and during reading, as taught in units of study.</li> <li>• Inferential retelling and responses from Level M texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of texts.</li> <li>• Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study.</li> <li>• Inferential retelling and responses from Level N texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts.</li> <li>• Student recognizes some clues that imply ideas or information.</li> <li>• Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose.</li> <li>• Student asks “what if” and “I</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding.</li> <li>• Student recognizes and uses clues in the text to make relevant inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s</li> </ul>



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			<p>wonder” questions to uncover unstated ideas, as taught in units of study.</p> <ul style="list-style-type: none"> <li>• Inferential retelling and responses from Level O texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level text.</li> </ul>	<p>purpose.</p> <ul style="list-style-type: none"> <li>• Student synthesizes stated and implied ideas across the text.</li> <li>• Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study.</li> <li>• Inferential retelling and responses from Level P or above texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level questions with increasing depth.</li> </ul>
<b>3rd</b>	<ul style="list-style-type: none"> <li>• Student demonstrates little inferential understanding of texts.</li> <li>• Student makes few relevant inferences from illustrations.</li> <li>• Student may make some predictions before and during reading, as taught in units of study.</li> <li>• Inferential retelling and responses from Level N texts or below.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates some inferential understanding of texts.</li> <li>• Student makes some connections, predictions, and inferences that are related to prior experiences, as taught in units of study.</li> <li>• Inferential retelling and responses from Level O texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Student demonstrates an inferential understanding of texts.</li> <li>• Student recognizes some clues that imply ideas or information.</li> <li>• Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose.</li> <li>• Student asks “what if” and “I wonder” questions to uncover unstated ideas, as taught in units of study.</li> <li>• Inferential retelling and responses from Level P texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level text.</li> </ul>	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> <li>• Student demonstrates an insightful inferential understanding of texts.</li> <li>• Student recognizes and uses clues in the text to make relevant and insightful inferences and draw conclusions to analyze main ideas, compare and contrast story elements, and explain the author’s purpose.</li> <li>• Student synthesizes stated and implied ideas across the text.</li> <li>• Student asks and answers inferential questions to analyze unstated ideas, as taught in units of study.</li> <li>• Inferential retelling and responses from Level Q or above texts.</li> <li>• Student cites specific support to assist in the interpretation of higher level questions with increasing depth.</li> </ul>

**5. Reads with fluency (expression, phrasing, rate, accuracy).**



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Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>Lack of fluent reading is evident.</li> <li>Reading of leveled texts is very choppy and slow.</li> <li>Student does not attend to spaces between words or to ending punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Reading is somewhat fluent.</li> <li>Student reads either very slowly or very quickly.</li> <li>Reading is choppy some of the time.</li> <li>Student may inaccurately phrase words.</li> <li>Student attends to some ending punctuation.</li> <li>Student uses very little or no expression matched to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Student demonstrates fluent reading.</li> <li>Student reads accurately.</li> <li>Student pauses briefly between words.</li> <li>Student attends to some internal punctuation and most ending punctuation.</li> <li>Expression is matched to text.</li> </ul>	In above-grade-level texts: <ul style="list-style-type: none"> <li>Student demonstrates fluent reading of above-level text.</li> <li>Reading is fluid and accurate.</li> <li>Student attends to and uses phrasing to read longer sentences.</li> <li>Student attends to internal and ending punctuation.</li> <li>Expression supports understanding.</li> </ul>

## 6. Demonstrates stamina during independent reading.

Trimester	1	2	3	4
<b>1st</b>	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.
<b>2nd</b>	Student is unable or rarely able to sustain attention for 30 minutes.	Student is approaching reading stamina of 30 minutes.	Student consistently sustains attention during independent reading for 30 minutes.	Student consistently sustains attention during independent reading for more than 30 minutes.
<b>3rd</b>	Student is unable or rarely able to sustain attention for 35 minutes.	Student is approaching reading stamina of 35 minutes.	Student consistently sustains attention during independent reading for 35 minutes.	Student consistently sustains attention during independent reading for more than 35 minutes.

## 7. Written responses include supportive evidence from the text.

Trimester	1	2	3	4
<b>ALL</b>	Student's written response reflects little or no understanding of the text read.	Student's written response reflects little understanding of the text or texts read. Text evidence is minimal or weakly connected.	Student's written response reflects a literal and/or inferential understanding of the text or texts read. Relevant text evidence is used to support ideas.	Student's written response reflects a strong literal and inferential understanding of an above-grade-level text, with insightful and well-integrated text



				evidence.
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## WRITING

### 1. Expresses ideas clearly in writing.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student's writing does not have an organizational pattern or format.</li> <li>• Student has few complete sentences.</li> <li>• Few ideas are relevant to the topic or in logical order, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's writing has a few elements of organizational structure.</li> <li>• Some ideas and sentences are in order.</li> <li>• Student uses some complete sentences, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's writing has a clear organizational pattern or structure related to the topic.</li> <li>• Student's writing has complete sentences.</li> <li>• Student's writing has a few transitional words.</li> <li>• Student's writing has sentences and ideas organized to support the purpose, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student's writing has a well-developed organizational pattern or structure.</li> <li>• Student's writing flows from beginning to end in a logical, interesting order.</li> <li>• Student uses well-organized, complete sentences and paragraphs that fit together to support the topic or story, as taught in units of study for each.</li> </ul>

### 2. Elaborates by using details and descriptions.

Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student uses simple, below-grade-level vocabulary.</li> <li>• Student repeats words.</li> <li>• Student's writing reveals little expression, support, or elaboration and little of the writer's feelings and voice, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses some grade-level vocabulary.</li> <li>• Student's writing reveals some expression, support, and elaboration, as well as some of the writer's feelings and voice.</li> <li>• Student uses some words that give details and are appropriate to the topic and genre, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses grade-level vocabulary that gives details and descriptions and that is appropriate to the topic and genre.</li> <li>• Student uses words that are specific, interesting, and vivid.</li> <li>• Student's writing is expressive, supportive, and elaborative and reveals the writer's feelings, personality, and interests, as taught in units of study for each.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses interesting and sophisticated, above-grade-level vocabulary.</li> <li>• Student chooses words and phrases that are specific, interesting, and vivid.</li> <li>• Student uses figurative language, expression, support, and elaboration.</li> <li>• The feelings, personality, and interests of the writer are revealed and contribute to the uniqueness of the writing, as taught in units of</li> </ul>



				study for each.
<b>3. Uses Writer's Notebook, mini-lessons, and conferences as tools to develop writing ability.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student does not use Writer's Notebook, mini-lessons, or conferences as tools to develop writing skills, as taught in units of study for each.	Student rarely uses Writer's Notebook, mini-lessons, and conferences as tools to develop writing skills, as taught in units of study for each.	Student consistently uses Writer's Notebook, mini-lessons, and conferences as tools to develop grade-appropriate writing skills, as taught in units of study for each.	Student consistently and independently applies Writer's Notebook, mini-lessons, and conferences as tools to develop grade-appropriate writing skills, as taught in units of study for each.
<b>4. Demonstrates stamina in independent writing.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student is unable to write independently for 25 minutes.	Student is approaching an independent writing stamina of 25 minutes.	Student can consistently write independently for 25 minutes.	Student consistently writes independently for more than 25 minutes.
<b>2nd</b>	Student is unable to write independently for 30 minutes.	Student is approaching an independent writing stamina of 30 minutes.	Student can consistently write independently for 30 minutes.	Student consistently writes independently for more than 30 minutes.
<b>3rd</b>	Student is unable to write independently for 35 minutes.	Student is approaching an independent writing stamina of 35 minutes.	Student can consistently write independently for 35 minutes.	Student consistently writes independently for more than 35 minutes.
<b>5. Applies rules of grammar, usage, and mechanics.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student rarely demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.</li> <li>• Use end punctuation in writing.</li> </ul>	Student sometimes demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.</li> <li>• Use end punctuation in writing.</li> </ul>	Student demonstrates the ability to: <ul style="list-style-type: none"> <li>• Use parts of speech including singular, plural, and abstract nouns, adverbs, and adjectives.</li> <li>• Use end punctuation in writing.</li> <li>• Write simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently applies above-grade-level grammar, usage, and mechanics skills such as using varied sentences structures.</li> <li>• Student consistently edits independently.</li> </ul>



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	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Capitalize at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Write simple sentences.</li> <li>• Capitalize at the beginning of sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Capitalize at the beginning of sentences.</li> </ul>	
<b>2nd</b>	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech including correctly conjugated verbs.</li> <li>• Write compound sentences using coordinators.</li> <li>• Use precise vocabulary (synonyms).</li> <li>• Capitalize proper nouns.</li> <li>• Use verb tenses correctly.</li> <li>• Correctly use pronoun-antecedent agreement.</li> <li>• Use commas in a series, between city and state, and between day and year.</li> </ul>	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech including correctly conjugated verbs.</li> <li>• Write compound sentences using coordinators.</li> <li>• Use precise vocabulary (synonyms).</li> <li>• Capitalize proper nouns.</li> <li>• Use verb tenses correctly.</li> <li>• Correctly use pronoun-antecedent agreement.</li> <li>• Use commas in a series, between city and state, and between day and year.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Use parts of speech including correctly conjugated verbs.</li> <li>• Write compound sentences using coordinators.</li> <li>• Use precise vocabulary (synonyms).</li> <li>• Capitalize proper nouns.</li> <li>• Use verb tenses correctly.</li> <li>• Correctly use pronoun-antecedent agreement.</li> <li>• Use commas in a series, between city and state, and between day and year.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently applies above-grade-level grammar, usage, and mechanics skills such as using correct capitalization and punctuation consistently in complex sentences and using commas before a coordinating conjunction in a compound sentence.</li> <li>• Student consistently edits independently.</li> </ul>
<b>3rd</b>	<p>Student rarely demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Write complex sentences.</li> <li>• Correctly use and punctuate dialogue in writing.</li> <li>• Capitalize titles correctly.</li> <li>• Use subject-verb agreement.</li> <li>• Use apostrophes in contractions and possessives, including plural possessives.</li> <li>• Indent when setting or speaker changes.</li> </ul>	<p>Student sometimes demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Write complex sentences.</li> <li>• Correctly use and punctuate dialogue in writing.</li> <li>• Capitalize titles correctly.</li> <li>• Use subject-verb agreement.</li> <li>• Use apostrophes in contractions and possessives, including plural possessives.</li> <li>• Indent when setting or speaker changes.</li> </ul>	<p>Student demonstrates the ability to:</p> <ul style="list-style-type: none"> <li>• Write complex sentences.</li> <li>• Correctly use and punctuate dialogue in writing.</li> <li>• Capitalize titles correctly.</li> <li>• Use subject-verb agreement.</li> <li>• Use apostrophes in contractions and possessives, including plural possessives.</li> <li>• Indent when setting or speaker changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently applies above-grade-level grammar, usage, and mechanics skills such as using relative pronouns and adverbs, using correct capitalization and punctuation consistently in complex sentences, and using commas before a coordinating conjunction in a compound sentence.</li> <li>• Student consistently edits independently.</li> </ul>
<b>6. Learns and applies spelling patterns.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>



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<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student rarely demonstrates the ability to use reference materials as needed to support spelling.</li> <li>• Student rarely applies patterns and generalizations to spell words.</li> <li>• Student rarely uses or adds to word wall to learn high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes demonstrates the ability to use reference materials as needed to support spelling.</li> <li>• Student sometimes applies patterns and generalizations to spell words.</li> <li>• Student sometimes uses and adds to word wall to learn high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses reference materials as needed to support spelling.</li> <li>• Student applies patterns and generalizations to spell words.</li> <li>• Student uses and adds to word wall to learn high-frequency words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently and independently uses a range of reference materials to support and refine spelling.</li> <li>• Student accurately applies complex or above-grade-level spelling rules, patterns, and generalizations.</li> <li>• Student uses the word wall strategically and adds new, challenging vocabulary to extend learning.</li> </ul>
<b>7. Shows evidence of revision.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student rarely rereads or revises his/her writing, as taught in units of study.	<ul style="list-style-type: none"> <li>• Student sometimes rereads and revises part of his/her writing.</li> <li>• Student may add or delete a few words to support meaning of part of the writing, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads whole text and parts of text for revision.</li> <li>• Student adds, deletes, moves, and substitutes words to support the meaning and the organization, as taught in units of study.</li> </ul>	<ul style="list-style-type: none"> <li>• Student rereads and revises whole text and parts of text periodically during and after drafting.</li> <li>• Student adds, deletes, rearranges, and substitutes words, phrases, and sentences to enhance the meaning and the organization, as taught in units of study.</li> </ul>
<b>8. Applies handwriting skills to write legibly.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student does not write or rarely writes legibly in print.	Student is approaching legible in print.	Student writes legibly in print most of the time.	Student consistently writes legibly in print.



## LISTENING AND SPEAKING

### 1. Expresses ideas clearly and effectively.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student rarely uses grade-appropriate academic vocabulary.</li> <li>• Student rarely uses grade-appropriate conventions of standard English grammar and usage.</li> <li>• Student rarely makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally uses grade-appropriate academic vocabulary.</li> <li>• Student occasionally uses grade-appropriate conventions of standard English grammar and usage.</li> <li>• Student occasionally makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses grade-appropriate academic vocabulary.</li> <li>• Student consistently uses grade-appropriate conventions of standard English grammar and usage.</li> <li>• Student consistently makes effective choices about language and sentence structure for meaning and style.</li> </ul>	<p>Student has achieved grade-level expectations, determines the meaning of words and phrases, and understands the nuances of words encountered through conversations, reading, and media use.</p>

### 2. Demonstrates listening skills for information and understanding.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student can rarely report on a topic.</li> <li>• Student rarely recounts stories or experiences with appropriate facts and descriptive details.</li> <li>• Student rarely asks/answers questions about presentations, offering appropriate details.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can occasionally report on a topic.</li> <li>• Student occasionally recounts stories or experiences with appropriate facts and descriptive details.</li> <li>• Student occasionally asks/answers questions about presentations, offering appropriate details.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can report on a topic.</li> <li>• Student recounts stories or experiences with appropriate facts and descriptive details.</li> <li>• Student asks/answers questions about presentations, offering appropriate details.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can report on events, topics, or text in an organized manner.</li> <li>• Student can pose and respond to questions, as well as build on the ideas of previous speakers.</li> <li>• Student can acknowledge new information provided by others and incorporate it into his/her own thinking as appropriate.</li> </ul>

### 3. Participates in group discussions actively and appropriately.



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Trimester	1	2	3	4
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student rarely engages in group discussions.</li> <li>• Student rarely stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student rarely asks for clarification and further explanation as needed.</li> <li>• Student rarely extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally engages in group discussions.</li> <li>• Student occasionally stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student occasionally asks for clarification and further explanation as needed.</li> <li>• Student occasionally extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently engages and extends in group discussions.</li> <li>• Student consistently stays on topic by linking his/her own additions to the conversation to the previous remarks of others.</li> <li>• Student consistently asks for clarification and further explanation as needed.</li> <li>• Student consistently extends his/her ideas and understanding in light of the discussion.</li> <li>• Student consistently acknowledges new information provided by others and incorporates it into his/her own thinking as appropriate.</li> </ul>

## MATH

### 1. Understands and applies mathematical concepts.

Trimester	1	2	3	4
<b>1st</b>	<p><b><u>Addition &amp; Subtractions:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to solve addition and subtraction problems that involve combinations with a sum of 100.</li> <li>• Student is unable to round</li> </ul>	<p><b><u>Addition &amp; Subtractions:</u></b></p> <ul style="list-style-type: none"> <li>• Student is sometimes able to solve addition and subtraction problems that involve combinations with a sum of 100.</li> <li>• Student can sometimes round</li> </ul>	<p><b><u>Addition &amp; Subtractions:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently solves addition and subtraction problems that involve combinations with a sum of 100.</li> <li>• Student can consistently round</li> </ul>	<p><b><u>Addition &amp; Subtractions:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently solves addition and subtraction problems that involve combinations with a sum beyond 100 independently.</li> <li>• Student can consistently round</li> </ul>



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	<p>numbers to the nearest 10 and 100.</p> <ul style="list-style-type: none"> <li>• Student is unable to develop strategies for adding 2- digit and 3- digit numbers and cannot discuss different ways to solve.</li> </ul> <p><b><u>Multiplication Meanings:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely understands the meaning of multiplication.</li> <li>• Student is unable to or rarely understands and works with an array/area model of multiplication</li> </ul> <p><b><u>Multiplication Fact Strategies:</u></b> Student is unable to or rarely demonstrates the strategy of utilizing known facts to solve multiplication problems. Division Meanings: Student is unable to or rarely demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems. Division Facts: Student is unable to/ or rarely demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p>	<p>numbers to the nearest 10 and 100.</p> <ul style="list-style-type: none"> <li>• Student has some strategies for adding 2-digit and 3- digit numbers and can sometimes discuss different ways to solve.</li> </ul> <p><b><u>Multiplication Meanings:</u></b></p> <ul style="list-style-type: none"> <li>• Student sometimes understands the meaning of multiplication.</li> <li>• Student sometimes understands and works with an array/area model of multiplication.</li> </ul> <p><b><u>Multiplication Fact Strategies:</u></b> Student sometimes demonstrates the strategy of utilizing known facts to solve multiplication problems.</p> <p><b><u>Division Meanings:</u></b> Student sometimes demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems.</p> <p><b><u>Division Facts:</u></b> Student sometimes demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p>	<p>numbers to the nearest 10 and 100.</p> <ul style="list-style-type: none"> <li>• Student can consistently use strategies for adding 2-digit and 3- digit numbers and can consistently discuss ways to solve.</li> </ul> <p><b><u>Multiplication Meanings:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently understands the meaning of multiplication.</li> <li>• Student consistently understands and works with an array/area model of multiplication.</li> </ul> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently demonstrates the strategy of utilizing known facts to solve multiplication Problems.</p> <p><b><u>Division Meanings:</u></b> Student consistently demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems.</p> <p><b><u>Division Facts:</u></b> Student consistently demonstrates understanding of the inverse relationship between multiplication and division to solve division problems.</p>	<p>numbers to the nearest 10, 100, and beyond.</p> <ul style="list-style-type: none"> <li>• Student can consistently use strategies for adding 2-digit and 3- digit numbers, continues to develop new strategies independently, and can discuss different ways to solve.</li> </ul> <p><b><u>Multiplication Meanings:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently understands the meaning of multiplication and consistently understands and works with an array/area model of multiplication independently.</li> </ul> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently demonstrates the strategy of utilizing known facts to solve multiplication problems independently.</p> <p><b><u>Division Meanings:</u></b> Student consistently demonstrates understanding and uses strategies (multiplication facts, drawing pictures, modeling with counters) to solve division problems independently.</p> <p><b><u>Division Facts:</u></b> Student consistently demonstrates understanding of the inverse relationship between multiplication and division to solve division problems independently.</p>
2nd	<p><b><u>Data and Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely</li> </ul>	<p><b><u>Data and Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student sometimes describes,</li> </ul>	<p><b><u>Data and Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently describes,</li> </ul>	<p><b><u>Data and Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently describes,</li> </ul>



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	<p>describes, summarizes, and compares data.</p> <ul style="list-style-type: none"> <li>• Student is unable to generate measurement data.</li> </ul> <p><b>Place Value:</b> Student is unable to or rarely use knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><b>Time:</b> Student is unable to or rarely tells time to the nearest minute.</p> <p><b>Perimeter &amp; Area:</b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely able to measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student is unable to or rarely can find the area of 2-D figures using U.S. standard and metric units.</li> </ul> <p><b>Geometry:</b> Student is unable to categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p>summarizes, and compares data.</p> <ul style="list-style-type: none"> <li>• Student sometimes generates measurement data.</li> </ul> <p><b>Place Value:</b> Student sometimes uses knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><b>Time:</b> Student can sometimes tell time to the nearest minute.</p> <p><b>Perimeter &amp; Area:</b></p> <ul style="list-style-type: none"> <li>• Student can sometimes measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student can sometimes find the area of 2-D figures using U.S. standard and metric units.</li> </ul> <p><b>Geometry:</b> Student can sometimes categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p>summarizes, and compares data.</p> <ul style="list-style-type: none"> <li>• Student consistently generates measurement data.</li> </ul> <p><b>Place Value:</b> Student consistently uses knowledge of place value to read, write, sequence, and round numbers up to 1,000.</p> <p><b>Time:</b> Student can consistently tell time to the nearest minute.</p> <p><b>Perimeter &amp; Area:</b></p> <ul style="list-style-type: none"> <li>• Student can consistently measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student can consistently find the area of 2-D figures using U.S. standard and metric units.</li> </ul> <p><b>Geometry:</b> Student can consistently categorize quadrilaterals, including squares, rhombuses and rectangles, based on their attributes.</p>	<p>summarizes, and compares data and extend content knowledge Independently.</p> <ul style="list-style-type: none"> <li>• Student consistently generates measurement data and extend content knowledge independently.</li> </ul> <p><b>Place Value:</b> Student consistently uses knowledge of place value to read, write, sequence, and round numbers beyond 1,000.</p> <p><b>Time:</b> Student can consistently tell time to the nearest minute and extend content knowledge independently.</p> <p><b>Perimeter &amp; Area:</b></p> <ul style="list-style-type: none"> <li>• Student can consistently utilize multiple strategies to measure and find the perimeter of 2-D figures using U.S. standard and metric units and extend content knowledge independently.</li> <li>• Student can consistently utilize multiple strategies to find the area of 2-D figures using U.S. standard and metric units and extend content knowledge independently.</li> </ul> <p><b>Geometry:</b> Student consistently categorizes quadrilaterals based on their attributes and extends understanding by comparing and contrasting properties across quadrilaterals or applying classification to unfamiliar shapes.</p>
3rd	<b>Multiplication &amp; Division:</b>	<b>Multiplication &amp; Division:</b>	<b>Multiplication &amp; Division:</b>	<b>Multiplication &amp; Division:</b>



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<ul style="list-style-type: none"> <li>• Student is unable to or rarely represent and explain the relationship between multiplication and division.</li> <li>• Student is unable to or rarely multiply a single-digit number by a multiple of 10, up to 90.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely partition a quantity into equal parts, and name those parts as fractions.</li> <li>• Student is unable to represent fractions as numbers on a number line.</li> <li>• Student is unable to compare fractions with the same numerator or same denominator by reasoning about their size.</li> <li>• Student is unable to identify equivalent fractions.</li> <li>• Student is unable to measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.</li> </ul> <p><b>Volume/Mass:</b> Student is unable to estimate and measure liquid volume and mass using standard units.</p> <p><b>Area:</b> Student is unable to find the area of a rectangular array by breaking it apart (using the distributive property).</p>	<ul style="list-style-type: none"> <li>• Student can somewhat represent and explain the relationship between multiplication and division.</li> <li>• Student can somewhat multiply a single-digit number by a multiple of 10, up to 90.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Student can somewhat partition a quantity into equal parts, and name those parts as fractions.</li> <li>• Student can somewhat represent fractions as numbers on a number line.</li> <li>• Student can somewhat compare fractions with the same numerator or same denominator by reasoning about their size.</li> <li>• Student can somewhat identify Equivalent fractions.</li> <li>• Student can somewhat measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.</li> </ul> <p><b>Volume/Mass:</b> Student can somewhat estimate and measure liquid volume and mass using standard units.</p> <p><b>Area:</b> Student can somewhat find the area of a rectangular array by breaking it apart (using the distributive property).</p>	<ul style="list-style-type: none"> <li>• Student can consistently represent and explain the relationship between multiplication and division.</li> <li>• Student can consistently multiply a single-digit number by a multiple of 10, up to 90.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Student can consistently partition a quantity into equal parts, and name those parts as fractions.</li> <li>• Student can consistently represent fractions as numbers on a number line.</li> <li>• Student can consistently compare fractions with the same numerator or same denominator by reasoning about their size.</li> <li>• Student can consistently identify equivalent fractions.</li> <li>• Student can consistently measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.</li> </ul> <p><b>Volume/Mass:</b> Student can consistently estimate and measure liquid volume and mass using standard units.</p> <p><b>Area:</b> Student can consistently find the area of a rectangular array by breaking it apart (using the distributive property).</p>	<ul style="list-style-type: none"> <li>• Student can consistently represent and explain the relationship between multiplication and division in a variety of ways.</li> <li>• Student can consistently multiply a single-digit number by a multiple of 10, beyond 90.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Student can consistently partition a quantity into equal parts, and name those parts as fractions.</li> <li>• Student can consistently partition a quantity into equal parts, and name those parts as fractions.</li> <li>• Student can consistently represent fractions as numbers on a number line.</li> <li>• Student can consistently compare fractions with the same numerator or same denominator by reasoning about their size.</li> <li>• Student can consistently identify equivalent fractions.</li> <li>• Student can consistently measure to the nearest fourth inch and represent measurement data to the nearest fourth inch on a line plot.</li> </ul> <p><b>Volume/Mass:</b> Student is able to apply and extend content knowledge independently.</p> <p><b>Area:</b> Student is able to apply and extend content knowledge independently.</p>
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## 2. Demonstrates understanding of math facts.



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Trimester	1	2	3	4
1st	<p><b><u>Multiplication Meaning and Facts:</u></b> Student is unable to or rarely recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student is unable to or rarely uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student sometimes recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student sometimes uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0, 1, 2, 5, and 10 in addition to other factors with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently uses multiple strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>
2nd	<p><b><u>Multiplication Meaning and Facts:</u></b> Student is unable to or rarely recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student is unable to or rarely uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student sometimes recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student sometimes uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0, 1, 2, 5, and 10 with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently uses strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0, 1, 2, 5, and 10 in addition to other factors with accuracy.</p> <p><b><u>Multiplication Fact Strategies:</u></b> Student consistently uses multiple strategies to solve problems with factors of 3, 4, 6, 7, 8, and 9 with accuracy.</p>
3rd	<p><b><u>Multiplication Meaning and Facts:</u></b> Student is unable to or rarely recalls factors 0-10 with accuracy.</p> <p><b><u>Division Meaning and Facts:</u></b> Student is unable to or can rarely demonstrate fluency with the division facts.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student sometimes recalls factors 0-10 with accuracy.</p> <p><b><u>Division Meaning and Facts:</u></b> Student can somewhat demonstrate fluency with the division facts.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0-10 with accuracy.</p> <p><b><u>Division Meaning and Facts:</u></b> Student can consistently demonstrate fluency with the division facts.</p>	<p><b><u>Multiplication Meaning and Facts:</u></b> Student consistently recalls factors 0-10 and beyond with accuracy.</p> <p><b><u>Division Meaning and Facts:</u></b> Student consistently recalls factors 0-10 with accuracy.</p>

### 3. Understands and solves word problems accurately.

Trimester	1	2	3	4
1st	<b><u>Addition:</u></b> Student is unable to or can rarely solve addition problems	<b><u>Addition:</u></b> Student can somewhat solve addition problems with	<b><u>Addition:</u></b> Student can consistently solve addition problems with	<b><u>Addition:</u></b> Student can consistently solve addition problems with 3-



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	<p>with 3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><b><u>Subtraction:</u></b> Student is unable to or rarely can solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p> <p><b><u>Multiplication:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely answers one-step word problems using objects, pictures, and/or multiplication.</li> <li>• Student is unable to or rarely answers multiple-step word problems using multiplication.</li> </ul> <p><b><u>Division Meanings and Facts:</u></b> Student is unable to or rarely answers one-step word problems.</p> <p><b><u>Division Fact Strategies:</u></b> Student is unable to or rarely answers multiple-step word problems using diagrams and number sentences.</p>	<p>3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><b><u>Subtraction:</u></b> Student can somewhat solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p> <p><b><u>Multiplication:</u></b></p> <ul style="list-style-type: none"> <li>• Student sometimes answers one-step word problems using objects, pictures, and/or multiplication.</li> <li>• Student sometimes answers multiple-step word problems using multiplication.</li> </ul> <p><b><u>Division Meanings and Facts:</u></b> Student sometimes answers one-step word problems using objects, pictures, and/or division.</p> <p><b><u>Division Fact Strategies:</u></b> Student sometimes answers multiple-step word problems using diagrams and number sentences.</p>	<p>3-digit numbers (up to 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><b><u>Subtraction:</u></b> Student can consistently solve subtraction problems with 2- and 3-digit numbers (up to 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p> <p><b><u>Multiplication:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently answers one-step word problems using objects, pictures, and/or multiplication.</li> <li>• Student consistently answers multiple-step word problems using multiplication.</li> </ul> <p><b><u>Division Meanings and Facts:</u></b> Student consistently answers one-step word problems using objects, pictures, and/or division.</p> <p><b><u>Division Fact Strategies:</u></b> Student consistently answers multiple-step word problems using diagrams and number sentences.</p>	<p>digit numbers (beyond 400) by using strategies that involve breaking each number apart by place, or by adding one number in parts.</p> <p><b><u>Subtraction:</u></b> Student can consistently solve subtraction problems with 2- and 3-digit numbers (beyond 300) by using strategies that involve either subtracting one number in parts, adding up, or subtracting back.</p> <p><b><u>Multiplication:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently answers one-step word problems using objects, pictures, and multiplication.</li> <li>• Student consistently answers multiple-step word problems using multiplication and extend content knowledge independently.</li> </ul> <p><b><u>Division Meanings and Facts:</u></b> Student consistently answers one-step word problems using objects, pictures, and division.</p> <p><b><u>Division Facts Strategies:</u></b> Student consistently answers multiple-step word problems using diagrams and number sentences and extends content knowledge independently.</p>
2nd	<p><b><u>Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely collects, analyzes, and summarizes data.</li> </ul>	<p><b><u>Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student sometimes collects, analyzes, and summarizes data.</li> <li>• Student sometimes solves “how</li> </ul>	<p><b><u>Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently collects, analyzes, and summarizes data.</li> <li>• Student consistently solves “how</li> </ul>	<p><b><u>Graphing:</u></b></p> <ul style="list-style-type: none"> <li>• Student consistently collects, analyzes, and summarizes data.</li> <li>• Student consistently solves</li> </ul>



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	<ul style="list-style-type: none"> <li>• Student is unable to or rarely solves “how many more” and “how many less” word problems.</li> </ul> <p><b><u>Perimeter &amp; Area:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or rarely can measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student is unable to or rarely can find the area of 2-D figures using U.S. standard and metric units.</li> </ul>	<p>many more” and “how many less” word problems.</p> <p><b><u>Perimeter &amp; Area:</u></b></p> <ul style="list-style-type: none"> <li>• Student can somewhat measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student can somewhat find the area of 2-D figures using U.S. standard and metric units.</li> </ul>	<p>many more” and “how many less” word problems.</p> <p><b><u>Perimeter &amp; Area:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently measure and find the perimeter of 2-D figures using U.S. standard and metric units.</li> <li>• Student can consistently find the area of 2-D figures using U.S. standard and metric units.</li> </ul>	<p>“how many more” and “how many less” word problems.</p> <ul style="list-style-type: none"> <li>• expands upon content knowledge independently.</li> </ul> <p><b><u>Perimeter &amp; Area:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently measure and find the perimeter of 2-D figures using U.S. standard and metric units by using multiple strategies.</li> <li>• Student can consistently find the area of 2-D figures using U.S. standard and metric units by using multiple strategies.</li> </ul>
3rd	<p><b><u>Multiplication/Division:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or can rarely solve multiplication and division word problems and write equations to represent the problems.</li> <li>• Student is unable to or rarely can solve division problems (2-digit number divided by a single-digit number).</li> <li>• Student is unable to or can rarely solve multiplication and division problems within 100.</li> <li>• Student is unable to or can rarely solve multiplication and division problems involving masses or volumes.</li> </ul> <p><b><u>Multi-step Problems:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or can rarely solve multi-step problems involving multiplication and addition.</li> <li>• Student is unable to or can rarely solve multi-step problems involving more than one operation.</li> </ul>	<p><b><u>Multiplication/Division:</u></b></p> <ul style="list-style-type: none"> <li>• Student can sometimes solve multiplication and division word problems and write equations to represent the problems.</li> <li>• Student can sometimes solve division problems (2-digit number divided by a single-digit number).</li> <li>• Student can sometimes solve multiplication and division problems within 100.</li> <li>• Student can sometimes solve multiplication and division problems involving masses or volumes.</li> </ul> <p><b><u>Multi-step Problems:</u></b></p> <ul style="list-style-type: none"> <li>• Student can sometimes solve multi-step problems involving multiplication and addition.</li> <li>• Student can sometimes solve multi-step problems involving more than one operation.</li> </ul> <p><b><u>Addition &amp; Subtraction:</u></b></p>	<p><b><u>Multiplication/Division:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently solve multiplication and division word problems and write equations to represent the problems.</li> <li>• Student can consistently solve division problems (2-digit number divided by a single-digit number).</li> <li>• Student can consistently solve multiplication and division problems within 100.</li> <li>• Student can consistently solve multiplication and division problems involving masses or volumes.</li> </ul> <p><b><u>Multi-step Problems:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently solve multi-step problems involving multiplication and addition.</li> <li>• Student can consistently solve multi-step problems involving more than one operation.</li> </ul> <p><b><u>Addition &amp; Subtraction:</u></b></p>	<p><b><u>Multiplication/Division:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently solve multiplication and division word problems and write equations to represent the problems.</li> <li>• Student can consistently solve division problems (beyond 2-digit number divided by a single-digit number).</li> <li>• Student can consistently solve multiplication and division problems beyond 100.</li> <li>• Student can consistently solve multiplication and division problems involving masses or volumes.</li> </ul> <p><b><u>Multi-step Problems:</u></b></p> <ul style="list-style-type: none"> <li>• Student can consistently solve multi-step problems involving all operations.</li> <li>• Student can consistently solve multi-step problems involving more than one operation and explain process.</li> </ul>



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	<p><b><u>Addition &amp; Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>• Student is unable to or can rarely solve addition and subtraction problems involving masses or volumes.</li> <li>• Student is unable to or can rarely solve 3-digit addition problems using at least one strategy fluently.</li> <li>• Student is unable to or can rarely solve 3-digit subtraction problems fluently.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can sometimes solve addition and subtraction problems involving masses or volumes.</li> <li>• Student can sometimes solve 3-digit addition problems using at least one strategy fluently.</li> <li>• Student can sometimes solve 3-digit subtraction problems fluently.</li> </ul>	<ul style="list-style-type: none"> <li>• Student can consistently solve addition and subtraction problems involving masses or volumes.</li> <li>• Student can consistently solve 3-digit addition problems using at least one strategy fluently.</li> <li>• Student can consistently solve 3-digit subtraction problems fluently.</li> </ul>	<p><b><u>Addition &amp; Subtraction:</u></b></p> <ul style="list-style-type: none"> <li>• Student is able to apply and extend content knowledge independently</li> <li>• Student can consistently solve addition and subtraction problems involving masses or volumes.</li> <li>• Student can consistently solve 3-digit addition problems using at least one strategy fluently.</li> <li>• Student can consistently solve 3-digit subtraction problems fluently.</li> </ul>
<b>4. Computes accurately.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	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 other mathematical concepts.
<b>5. Clearly expresses mathematical thinking in written and oral form.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	Student is unable or rarely able to communicate mathematical thinking using accurate vocabulary.	Student sometimes communicates mathematical thinking using accurate vocabulary.	Student consistently communicates mathematical thinking using accurate vocabulary.	<ul style="list-style-type: none"> <li>• Student communicates all mathematical thinking precisely and with accurate vocabulary.</li> <li>• Student communicates logical arguments clearly in oral, written, and/or graphic form to show why.</li> </ul>



## SCIENCE

**Demonstrates understanding of concepts.**  
**PHYSICAL SCIENCE: Motion and Forces, Electric and Magnetic Forces**

Trimester	1	2	3	4
1st	Student is rarely able to demonstrate understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Motion and Forces</li> <li>• Electric and Magnetic Forces</li> </ul>	Student is beginning to demonstrate understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Motion and Forces</li> <li>• Electric and Magnetic Forces</li> </ul>	Student demonstrates understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Motion and Forces</li> <li>• Electric and Magnetic Forces</li> </ul>	Student consistently demonstrates understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Motion and Forces</li> <li>• Electric and Magnetic Forces</li> </ul> and independently extends understanding through application

**Demonstrates understanding of concepts.**  
**EARTH SCIENCE: Weather and Climate, LIFE SCIENCE: Parents and Offspring**

Trimester	1	2	3	4
2nd	Student is rarely able to demonstrate understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Parents and Offspring</li> </ul>	Student is beginning to demonstrate understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Parents and Offspring</li> </ul>	Student demonstrates understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Parents and Offspring</li> </ul>	Student consistently demonstrates understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Weather and Climate</li> <li>• Parents and Offspring</li> </ul> and independently extends understanding through application

**Demonstrates understanding of concepts of**  
**LIFE SCIENCE: Survival, Change in Ecosystems, Learn From the Past**

Trimester	1	2	3	4
3rd	Student is rarely able to	Student is beginning to demonstrate	Student demonstrates	Student consistently demonstrates



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	demonstrate understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Survival</li> <li>• Change in Ecosystems</li> <li>• Learn from the Past</li> </ul>	understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Survival</li> <li>• Change in Ecosystems</li> <li>• Learn from the Past</li> </ul>	understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: Adaptations <ul style="list-style-type: none"> <li>• Survival</li> <li>• Change in Ecosystems</li> <li>• Learn from the Past</li> </ul>	understanding of vocabulary, key concepts, crosscutting concepts and science and engineering practices including: <ul style="list-style-type: none"> <li>• Survival</li> <li>• Change in Ecosystems</li> <li>• Learn from the Past</li> </ul> and independently extends understanding through application
<b>Applies knowledge to solve scientific investigations.</b>				
<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>ALL</b>	<ul style="list-style-type: none"> <li>• Student is rarely learning through discovery.</li> <li>• Student is rarely able to use the 3 strands to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).</li> </ul>	<ul style="list-style-type: none"> <li>• Student is beginning to learn through discovery.</li> <li>• Student sometimes is able to use some of the 3 strands to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).</li> </ul>	<ul style="list-style-type: none"> <li>• Student learns through discovery.</li> <li>• Student consistently uses the 3 strands to conduct investigations and communicate observations (Crosscutting concepts and Science and Engineering Practices).</li> </ul>	Student consistently and independently extends scientific understanding by using the 3 strands.

## SOCIAL STUDIES

### Demonstrates understanding of concepts.

#### 1. Unit 1: Colonial America in New Jersey & American Revolution

<b>Trimester</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1st</b>	Student rarely demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including: <ul style="list-style-type: none"> <li>• Reasons why people left their</li> </ul>	Student is beginning to demonstrate knowledge of facts and understanding of key concepts of colonial America and New Jersey, including: <ul style="list-style-type: none"> <li>• Reasons why people left their</li> </ul>	Student demonstrates knowledge of facts and understanding of key concepts of colonial America and New Jersey, including: <ul style="list-style-type: none"> <li>• Reasons why people left their homes in Europe to settle the east</li> </ul>	Student meets standards and is able to extend key concepts to real-life experiences.



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	<p>homes in Europe to settle the east coast of the United States.</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.).</li> <li>• Understanding New Jersey's unique history.</li> <li>• Comparing the lives of the Native Americans with the colonists.</li> <li>• Understanding events leading to the Declaration of Independence and Revolutionary War.</li> <li>• Learning the parts of the Declaration of Independence and its history.</li> <li>• Understanding how New Jersey's geographical location influenced the Revolutionary War.</li> </ul>	<p>homes in Europe to settle the east coast of the United States.</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.).</li> <li>• Understanding New Jersey's unique history.</li> <li>• Comparing the lives of the Native Americans with the colonists.</li> <li>-Understanding events leading to the Declaration of Independence and Revolutionary War.</li> <li>• Learning the parts of the Declaration of Independence and its history.</li> <li>• Understanding how New Jersey's geographical location influenced the Revolutionary War.</li> </ul>	<p>coast of the United States.</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting modern lifestyles to colonial lifestyles (e.g., work, homes, etc.).</li> <li>• Understanding New Jersey's unique history.</li> <li>• Comparing the lives of the Native Americans with the colonists.</li> <li>-Understanding events leading to the Declaration of Independence and Revolutionary War.</li> <li>• Learning the parts of the Declaration of Independence and its history.</li> <li>• Understanding how New Jersey's geographical location influenced the Revolutionary War.</li> </ul>	
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**Demonstrates understanding of concepts.**  
**2. Unit 2: American Constitutional Government and New Jersey**

Trimester	1	2	3	4
2nd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of American constitutional government, including:</p> <ul style="list-style-type: none"> <li>• Understanding how the U.S. government is set up.</li> <li>• Explaining what each branch of government does, and their checks and balances.</li> <li>• Making connections between local and state government.</li> </ul>	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of American constitutional government, including:</p> <ul style="list-style-type: none"> <li>• Understanding how the U.S. government is set up.</li> <li>• Explaining what each branch of government does, and their checks and balances.</li> <li>• Making connections between local and state government.</li> </ul>	<p>Student demonstrates knowledge of facts and understanding of key concepts about the history of American constitutional government, including:</p> <ul style="list-style-type: none"> <li>• Understanding how the U.S. government is set up.</li> <li>• Explaining what each branch of government does, and their checks and balances.</li> <li>• Making connections between local and state government.</li> </ul>	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>



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Demonstrates understanding of concepts.				
3. Unit 3: Economic Exploration				
Trimester	1	2	3	4
3rd	<p>Student rarely demonstrates knowledge of facts and understanding of key concepts of the economic foundations of the American economy, including:</p> <ul style="list-style-type: none"> <li>• How the use of land and resources change over time</li> <li>• Describe how supply and demand influence price and output of products</li> <li>• How New Jersey played an important role in the economic development/changes</li> <li>• How the economy impacts our lives and how can we use our understanding to positively impact our community</li> </ul>	<p>Student is beginning to demonstrate knowledge of facts and understanding of key concepts of the economic foundations of the American economy, including:</p> <ul style="list-style-type: none"> <li>• How the use of land and resources change over time</li> <li>• Describe how supply and demand influence price and output of products</li> <li>• How New Jersey played an important role in the economic development/changes</li> <li>• How the economy impacts our lives and how can we use our understanding to positively impact our community</li> </ul>	<p>Student demonstrates knowledge of facts and understanding of key concepts of the economic foundations of the American economy, including:</p> <ul style="list-style-type: none"> <li>• How the use of land and resources change over time</li> <li>• Describe how supply and demand influence price and output of products</li> <li>• How New Jersey played an important role in the economic development/changes</li> <li>• How the economy impacts our lives and how can we use our understanding to positively impact our community</li> </ul>	<p>Student meets standards and is able to extend key concepts to real-life experiences.</p>
Applies knowledge to classroom discussions and activities.				
Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>• Student rarely adds meaningful contributions to classroom discussions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes adds meaningful contributions to classroom discussions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently adds meaningful contributions to classroom discussions and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently adds meaningful contributions to classroom discussions and activities; demonstrates higher level thinking and/or application to other situations.</li> </ul>



## ART

### 1. Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><b><u>Elements and Principles of Art:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• 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, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.</li> <li>• Student rarely differentiates the differences between various art techniques such as stippling, blending, and overlapping.</li> </ul> <p><b><u>Art History/Art Appreciation:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student rarely identifies and distinguishes differences between basic characteristics of artists and movements.</li> <li>• Student rarely identifies characteristics of artworks from diverse cultures such as themes and</li> </ul>	<p><b><u>Elements and Principles of Art:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• 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, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.</li> <li>• Student is beginning to understand and differentiate the differences between various art techniques such as stippling, blending, and overlapping.</li> </ul> <p><b><u>Art History/Art Appreciation:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is beginning to identify and distinguish differences between basic characteristics of artists and movements.</li> <li>• Student is beginning to understand and identify characteristics of</li> </ul>	<p><b><u>Elements and Principles of Art:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• 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, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.</li> <li>• Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping.</li> </ul> <p><b><u>Art History/Art Appreciation:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student identifies and distinguishes differences between basic characteristics of artists and movements.</li> <li>• Student understands and can identify characteristics of artworks from diverse cultures such as themes</li> </ul>	<p><b><u>Elements and Principles of Art:</u></b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student creates 2- and 3- dimensional works of art using the basic elements/ principles of art such as primary colors, secondary colors, tertiary colors, color mixing, color families, color wheel, line, shape, repetition, rhythm, pattern, value, balance (symmetry and asymmetry), perspective, and texture.</li> <li>• Student understands and differentiates the differences between various art techniques such as stippling, blending, and overlapping.</li> </ul> <p><b><u>Art History/Art Appreciation:</u></b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student consistently identifies and distinguishes differences between basic characteristics of artists and movements.</li> <li>• Student consistently identifies characteristics of artworks from</li> </ul>



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	<p>symbols.</p> <ul style="list-style-type: none"> <li>• 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, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale.</li> <li>• Student rarely identifies the basic elements of art and principles of design in diverse types of artwork.</li> </ul> <p><b><u>Creative Process:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student rarely applies use of elements of art and a variety of media in his/her artwork.</li> <li>• Student rarely demonstrates the application of visual literacy.</li> <li>• Student rarely creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>• Student rarely uses art media/tools appropriate to the production of art.</li> </ul> <p><b><u>Aesthetic Response and Critique Methodologies:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is rarely able to compare and contrast culturally and historically diverse works of art.</li> <li>• Student is rarely able to use evaluative tools such as rubrics</li> </ul>	<p>artworks from diverse cultures such as themes and symbols.</p> <ul style="list-style-type: none"> <li>• 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, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale.</li> <li>• Student is beginning to understand and identify the basic elements of art and principles of design in diverse types of artwork.</li> </ul> <p><b><u>Creative Process:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is beginning to apply use of elements of art and a variety of media in his/her artwork.</li> <li>• Student is beginning to understand and demonstrate the application of visual literacy.</li> <li>• 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.</li> <li>• Student is beginning to use a wide array of art media/tools appropriate to the production of art.</li> </ul> <p><b><u>Aesthetic Response and Critique Methodologies:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is beginning to learn</li> </ul>	<p>and symbols.</p> <ul style="list-style-type: none"> <li>• Student identifies and applies visual art vocabulary correctly while describing artwork such as landscape, self-portrait, portrait, still life, and 2-dimensional vs. 3-dimensional, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale.</li> <li>• Student understands and identifies the basic elements of art and principles of design in diverse types of artwork.</li> </ul> <p><b><u>Creative Process:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student applies use of elements of art and a variety of media in his/her artwork.</li> <li>• Student understands and demonstrates the application of visual literacy.</li> <li>• Student creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>• Student uses a wide array of art media/tools appropriate to the production of art.</li> <li>• Student demonstrates creative expression of ideas.</li> </ul> <p><b><u>Aesthetic Response and Critique Methodologies:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is able to compare and contrast culturally and historically</li> </ul>	<p>diverse cultures such as themes and symbols.</p> <ul style="list-style-type: none"> <li>• 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, collage, overlapping, hatching, stippling, monochromatic, perspective, proportion, and scale.</li> <li>• Student consistently understands and identifies the basic elements of art and principles of design in diverse types of artwork.</li> </ul> <p><b><u>Creative Process:</u></b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student consistently applies use of elements of art and a variety of media in his/her artwork.</li> <li>• Student understands and consistently demonstrates the application of visual literacy.</li> <li>• Student consistently creates works of art based on observation of the physical world that illustrates how art is a part of everyday life.</li> <li>• Student consistently utilizes a wide array of art media/tools appropriate to the production of art.</li> <li>• Student consistently demonstrates creative expression of ideas.</li> </ul> <p><b><u>Aesthetic Response and Critique Methodologies:</u></b> Student exceeds standards in the</p>
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<p>for self-assessment.</p> <ul style="list-style-type: none"> <li>• Student rarely uses visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<p>how to compare and contrast culturally and historically diverse works of art.</p> <ul style="list-style-type: none"> <li>• Student is beginning to use evaluative tools such as rubrics for self-assessment.</li> <li>• Student is beginning to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<p>diverse works of art.</p> <ul style="list-style-type: none"> <li>• Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>• Student is able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>	<p>following areas:</p> <ul style="list-style-type: none"> <li>• Student is consistently able to compare and contrast culturally and historically diverse works of art.</li> <li>• Student is able to use evaluative tools such as rubrics for self-assessment.</li> <li>• Student is consistently able to use visual art terminology to evaluate the strengths and weaknesses of selected artwork.</li> </ul>
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## MUSIC

### 1. Demonstrates understanding of skills and concepts.

Trimester	1	2	3	4
ALL	<p><b>Performance:</b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is unable to sing music from complex notation using partner songs and rounds in extended range.</li> <li>• Student is unable to sing alone and with others using all Kodaly syllables.</li> <li>• Student is unable to play the soprano recorder from low D to high D using proper tonguing and fingering techniques.</li> <li>• Student is unable to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, and all corresponding rests.</li> </ul>	<p><b>Performance:</b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is developing the ability to sing music from complex notation using partner songs and rounds in extended range.</li> <li>• Student is developing the ability to sing alone and with others using all Kodaly syllables.</li> <li>• Student is developing the ability to play the soprano recorder from low D to high D using proper tonguing and fingering techniques.</li> <li>• Student is developing the ability to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as</li> </ul>	<p><b>Performance:</b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is able to sing music from complex notation using partner songs and rounds in extended range.</li> <li>• Student is able to sing alone and with others using all Kodaly syllables.</li> <li>• Student is able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques.</li> <li>• Student is able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as corresponding rests.</li> </ul>	<p><b>Performance:</b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is consistently able to sing music from complex notation using partner songs and rounds in extended range.</li> <li>• Student is consistently able to sing alone and with others using all Kodaly syllables.</li> <li>• Student is consistently able to play the soprano recorder from low D to high D using proper tonguing and fingering techniques.</li> <li>• Student is consistently able to play rhythmic patterns using whole, dotted half, half, quarter, paired eighth notes, as well as</li> </ul>



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	<ul style="list-style-type: none"> <li>• Student is unable to understand basic ensemble techniques such as playing together using appropriate dynamics and Tempi.</li> </ul> <p><b><u>Listen and Respond:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is unable to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology.</li> <li>• Student is unable to critique musical performance using evaluative tools.</li> </ul> <p><b><u>Create:</u></b> Student is unable to improvise, notate, and perform melodic patterns on the recorder.</p> <p><b><u>Reading and Notating:</u></b> Student needs support in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is unable to read notes on the treble clef.</li> <li>• Student is unable to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests.</li> <li>• Student is unable to identify 2/4, 3/4, and 4/4 time signatures.</li> </ul>	<p>corresponding rests.</p> <ul style="list-style-type: none"> <li>• Student is developing the ability to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi.</li> </ul> <p><b><u>Listen and Respond:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is beginning to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology.</li> <li>• Student is beginning to critique musical performance using evaluative tools.</li> </ul> <p><b><u>Create:</u></b> Student is beginning to learn how to improvise, notate, and perform melodic patterns on the recorder.</p> <p><b><u>Reading and Notating:</u></b> Student is approaching standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is beginning to read notes on the treble clef.</li> <li>• Student is beginning to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests.</li> <li>• Student is beginning to identify 2/4, 3/4, and 4/4 time signatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to understand basic ensemble techniques such as playing together using appropriate dynamics and Tempi.</li> </ul> <p><b><u>Listen and Respond:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology.</li> <li>• Student is able to critique musical performance using evaluative tools.</li> </ul> <p><b><u>Create:</u></b> Student is able to improvise, notate and perform melodic patterns on the recorder.</p> <p><b><u>Reading and Notating:</u></b> Student meets standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is able to read notes on the treble clef.</li> <li>• Student is able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests.</li> <li>• Student is able to identify 2/4, 3/4, and 4/4 time signatures.</li> </ul>	<p>corresponding rests.</p> <ul style="list-style-type: none"> <li>• Student is consistently able to understand basic ensemble techniques such as playing together using appropriate dynamics and tempi.</li> </ul> <p><b><u>Listen and Respond:</u></b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is consistently able to analyze and describe music with regard to form, instrumentation, melodic sequencing, and dynamics using correct terminology.</li> <li>• Student is consistently able to critique using evaluative tools.</li> </ul> <p><b><u>Create:</u></b> Student is consistently able improvise, notate, and perform melodic patterns on the recorder.</p> <p><b><u>Reading and Notating:</u></b> Student exceeds standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Student is consistently able to read on the treble clef.</li> <li>• Student is consistently able to read and identify whole, half, dotted half, quarter, paired eighth notes, and all corresponding rests.</li> <li>• Student is consistently able to identify 2/4, 3/4, and 4/4 time signatures.</li> </ul>
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