



4	<b>Distinguished</b>	Independently understands and applies knowledge in ways that <b>extend</b> higher-level thinking skills of the grade-level standards.
3	<b>Proficient</b>	Independently and consistently understands and demonstrates knowledge of key concepts, processes and skills to <b>meet</b> grade-level standards.
2	<b>Developing</b>	Beginning to understand and apply key concepts, processes and skills. <b>Progressing</b> towards grade-level standards.
1	<b>Needs Support</b>	Does not understand key concepts, processes and skills necessary to meet grade-level standards. <b>Area of concern.</b>
N/A	<b>Not assessed at this time</b>	

**Key**

First Trimester	Second Trimester	Third Trimester	All Trimesters
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<b>*Benchmark = where we want students</b>	<b>1</b>	<b>2</b>	<b>3*</b>	<b>4</b>
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LANGUAGE ARTS				
Reading Level Reads on grade-level	Below	Below	On	Above
September – December	Student has achieved reading success at a DRA Level 3 or below	Student has achieved reading success at a DRA Level 4	Student has achieved reading success at a DRA Level 6 – 8	Student has achieved reading success at a DRA Level 10 or above
December – March	Student has achieved reading success at a DRA Level 8 or below	Student has achieved reading success at a DRA Level 10 – 12	Student has achieved reading success at a DRA Level 14	Student has achieved reading success at a DRA Level 16 or above
March – June	Student has achieved reading success at a DRA Level 12 or below	Student has achieved reading success at a DRA Level 14 – 16	Student has achieved reading success at a DRA Level 18	Student has achieved reading success at a DRA Level 20 or above

Foundational Skills	1	2	3	4
Reads with fluency (expression, rate, phrasing, and accuracy) (RF.1.4)				
1 First Trimester	Student reads words slowly and inaccurately; reads with little expression.	Student reads most word accurately and fluently; is attempting use expression while reading.	Student reads words accurately and quickly; matches expression to pictures and punctuation.	Student reads words fluently and accurately; matches expression to surprising events and characters' feelings.
Second Trimester	Student reads most words accurately; attempts to read with expression.	Student reads words accurately and quickly; matches expression to pictures and punctuation.	Student reads words fluently and accurately; matches expression to surprising events and characters' feelings.	Student reads text fluently and accurately; matches expression to characters' actions, and important ideas.
Third Trimester	Student reads words accurately and quickly; matches expression to pictures and punctuation.	Student reads words fluently and accurately; matches expression to surprising events and characters' feelings.	Student reads text fluently and accurately; matches expression to characters' actions, and important ideas.	Student reads text fluently and accurately; appropriately changes expression during reading.
Uses a variety of print strategies to decode text (RF.1.3)				
2 First Trimester	<ul style="list-style-type: none"> <li>Student is unable to recognize and use beginning sounds.</li> <li>Student is unable to make sure reading makes sense.</li> <li>Student is unable to read high-frequency words automatically.</li> <li>Student is unable to notice errors and self-correct.</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes recognizes and uses beginning sounds.</li> <li>Student sometimes checks to make sure reading makes sense.</li> <li>Student sometimes reads high-frequency words automatically.</li> <li>Student sometimes notices errors and self-corrects.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning and ending sounds.</li> <li>Students consistently checks to make sure reading makes sense.</li> <li>Student consistently notices errors and self-corrects.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning, ending and medial sounds.</li> <li>Students consistently checks to make sure reading makes sense, in <b>above-grade-level</b> text.</li> <li>Student consistently reads high-frequency words automatically, in <b>above-grade-level</b> text.</li> </ul>
Second Trimester	<ul style="list-style-type: none"> <li>Student is unable to recognize and use beginning and ending sounds.</li> <li>Student is unable to use context of text to figure out unfamiliar words.</li> <li>Student sometimes notices errors and self-corrects.</li> </ul>	<ul style="list-style-type: none"> <li>Student is sometimes able to recognize and use beginning and ending sounds.</li> <li>Students is sometimes able to use context of the text to figure out unfamiliar words.</li> <li>Student sometimes stops at errors and self-corrects.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning, ending, and medial sounds.</li> <li>Student consistently uses context of the text to figure out unfamiliar words.</li> <li>Student consistently self-corrects errors.</li> </ul>	<ul style="list-style-type: none"> <li>Students consistently uses beginning, ending and medial sounds to decode words in <b>above-grade-level</b> text.</li> <li>Student consistently uses context of the text to figure out unfamiliar words in <b>above-grade-level</b> text.</li> <li>Student consistently self-corrects errors in <b>above-grade-level</b> text.</li> </ul>
Third Trimester	<ul style="list-style-type: none"> <li>Student is unable to recognize and use beginning, ending and medial sounds.</li> <li>Student is unable to independently use various strategies to decode unfamiliar words with relative ease.</li> <li>Student is unable to self-correct errors.</li> </ul>	<ul style="list-style-type: none"> <li>Student is sometimes able to beginning, ending and medial sounds.</li> <li>Student sometimes rereads and self-corrects errors.</li> <li>Student sometimes uses various decoding strategies to problem solve through text.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently identifies and decodes using beginning, ending and medial sounds.</li> <li>Student consistently rereads and self-corrects errors.</li> <li>Student consistently uses various decoding strategies to problem solve through text.</li> </ul>	<ul style="list-style-type: none"> <li>Student consistently decodes unknown and multiple-syllable words using all phonemes (blends, digraphs, diphthongs).</li> <li>Student consistently rereads and self-corrects errors in <b>above-grade-level</b> text.</li> <li>Student consistently uses various decoding strategies to problem solve through <b>above-grade-level</b> text.</li> </ul>

Foundational Skills	1	2	3	4
Knows and applies grade level phonics to decode (RF.1.3)				
3 First Trimester	Student is unable to apply decoding and word analysis skills for consonant digraphs despite available picture cues and teacher assistance	Student can sometimes apply decoding and word analysis skills for consonant digraphs. Students may rely on picture cues and teacher assistance may be needed	Student is able to apply decoding and word analysis skills for consonant digraphs. Students may rely on picture cues	Student is able to apply decoding and word analysis skills for consonant digraphs. Student is able to explain (verbal or written) their thinking process when decoding the word
Second Trimester	Student is able to apply decoding and word analysis skills for one-syllable words and final –e/vowel team conventions for long vowel sounds despite available picture cues and teacher assistance	Student is able to apply decoding and word analysis skills for one-syllable words and final –e/vowel team conventions for long vowel sounds. Student may rely on picture cues and teacher assistance may be needed	Student is able to apply decoding and word analysis skills for one-syllable words and final –e/vowel team conventions for long vowel sounds. Student may rely on picture cues	Student is able to apply decoding and word analysis skills for one-syllable words and final –e/vowel team conventions for long vowel sounds. Students is able to explain (verbal or written) their thinking process when decoding the word
Third Trimester	Student is able to apply decoding and word analysis skills for long/short vowels when reading one-syllable words and decoding two-syllable words despite available picture cues and teacher assistance	Student is able to apply decoding and word analysis skills for long/short vowels when reading one-syllable words and decoding two-syllable words. Student may rely on picture cue and teacher assistance may be needed	Student is able to apply decoding and word analysis skills for long/short vowels when reading one-syllable words and decoding two-syllable words. Student may rely on picture cue	Student is able to apply decoding and word analysis skills for long/short vowels when reading one-syllable words and decoding two-syllable words. Students is able to explain (verbal or written) their thinking process when decoding the word
4 All Trimesters: Identifies sight words (RF.1.3.G)	Student has difficulty reading and identifying grade-level sight words.	Student recognizes some grade-level sight words.	Student consistently recognizes grade-level sight words with automaticity and fluency.	Student recognizes sight words automatically and fluently on above-grade-level text.

Comprehension	1	2	3	4
<b>All Trimesters:</b> Retells a text with accuracy (RL.1.2, RI.1.2)  5	Student is unable to describe characters, settings and major events in a story, even with teacher support on grade level text.	Student is able to describe characters, settings and major events in a story, with extended teacher support on grade level text.	With minimal teacher support, student is able to describe characters, settings and major events in a story on grade level.	Student is able to independently describe characters, settings and major events in a story in above- grade- level text
<b>All Trimesters:</b> Asks and answers questions about key details in text (RL.1.1, RI.1.1)  6	<ul style="list-style-type: none"> <li>• Student does not ask questions, even with teacher support</li> <li>• Student does not answer questions, even with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Student rarely asks questions to gain information, seek help or clarify something that is not understood, even with teacher support</li> <li>• Student rarely asks and answers questions to gain information, seek help or clarify something that is not understood, even with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally asks questions to gain information, seek help or clarify something that is not understood</li> <li>• Student occasionally answers questions to gain information, seek help or clarify something that is not understood</li> </ul>	<ul style="list-style-type: none"> <li>• Student asks questions to gain information, seek help or clarify something that is not understood</li> <li>• Student answers questions to gain information, seek help or clarify something that is not understood</li> </ul>
<b>All Trimesters:</b> Compares and contrasts characters/events across texts (RL.1.3, RI.1.3, RL. 1.9, RI. 1.9)  7	Students cannot compare and/or contrast characters and/or events between two texts even with teacher support.	Student can compare and/or contrast character and/or events between two texts with teacher support.	Student can consistently compare and/or contrast character and/or events between two texts.	Student can independently compare AND contrast characters and/or events between two texts.

Speaking and Listening	1	2	3	4
<b>All Trimesters:</b> Participates in discussions actively and appropriately (SL.1.1)  8	Student rarely participates, even with teacher support.	Student occasionally participates in conversations with peers or adults about grade level topics and texts, with teacher support.	Student participates appropriately in conversations with peers or adults about grade level topics and texts.	Student consistently participates appropriately in conversations with peers and adults about <b>above-grade-level</b> texts
<b>All Trimesters:</b> Expresses ideas clearly (SL.1.6)  9	Student rarely speaks audibly and expresses thoughts, feelings, and ideas clearly and uses conventions of standard English grammar, even with teacher support.	Student occasionally speaks audibly and expresses thoughts, feelings, and ideas clearly and uses conventions of standard English grammar, with teacher support.	Student usually speaks audibly and expresses thoughts, feelings, and ideas clearly and uses conventions of standard English grammar.	Student speaks audibly and expresses thoughts, feelings, and ideas clearly and uses conventions of standard English grammar.
<b>All Trimesters:</b> Demonstrates listening skills for information and understanding (SL.1.1.C, SL.1.1.B)  10	<ul style="list-style-type: none"> <li>• Student rarely responds to comments of others through multiple exchange</li> <li>• Student rarely asks questions about information presented orally in order to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>• Student occasionally responds to comments of others through multiple exchange</li> <li>• Student occasionally asks questions about information presented orally in order to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently responds to comments of others through multiple exchange</li> <li>• Student consistently asks questions about information presented orally or visually in order to deepen understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently responds to comments of others by linking his/her own additions to the conversation.</li> <li>• Student extends his/her ideas and understanding in light of discussion.</li> </ul>

Language	1	2	3	4
<b>All Trimesters:</b> Understands and uses new vocabulary <b>(L.1.6)</b>  <b>11</b>	With teacher support, student occasionally uses new vocabulary words and phrases and applies them accurately through conversations, reading, and when responding to text read aloud.	With teacher support, student uses new vocabulary words and phrases and applies them accurately through conversations, reading and when responding to text read aloud.	With little guidance and support, student uses new vocabulary words and phrases and applies them accurately through conversations, reading, and when responding to text read aloud.	Student uses new vocabulary words and phrases and applies them accurately through conversations, reading, and when responding to text read aloud.

Writing	1	2	3	4
<p><b>All Trimesters:</b> Generates ideas for writing (W.1.5)</p> <p>12</p>	<p>Student has difficulty generating ideas for writing even with teacher support. The topic is unclear.</p>	<p>Student generates some ideas from experience of imagination with some teacher support. The topic is evident but may be too broad.</p>	<p>Student generates ideas for writing from experience or imagination. Student chooses and narrows the topic with minimal support.</p>	<p>Student generates interesting ideas for writing from experience, imagination, and stories read. Student independently chooses and narrows a topic.</p>
<p><b>All Trimesters:</b> Writes complete sentences (L.1.1.J)</p> <p>13</p>	<ul style="list-style-type: none"> <li>• Student does not understand that every sentence must have a subject and predicate and is a complete thought.</li> <li>• Student is unable to write a complete simple sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes understands that every sentence has a subject and predicate and is a complete thought</li> <li>• Student sometimes writes complete simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands that every sentence must have a subject and predicate and is a complete thought.</li> <li>• Student is able to write a simple complete sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• Student understands that every sentence must have a subject and predicate and is a complete thought.</li> <li>• Student consistently writes in complete and complex sentences</li> </ul>
<p><b>All Trimesters:</b> Uses punctuation and capitalization appropriately (L.1.2.A, L.1.2.B, L.1.2.C)</p> <p>14</p>	<ul style="list-style-type: none"> <li>• Student does not use end punctuation for sentences.</li> <li>• Student does not use commas in dates and to separate words in a series.</li> <li>• Student does not capitalize the beginning of a sentence, proper nouns, and the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes uses end punctuation for sentences.</li> <li>• Student sometime uses commas in dates and to separate words in a series.</li> <li>• Student sometimes capitalizes the beginning of a sentence, proper nouns, and the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses end punctuation appropriately in sentences.</li> <li>• Student uses commas in dates and to separate words in a series.</li> <li>• Student capitalizes the beginning of a sentence, proper nouns, and the pronoun "I"</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses end punctuation appropriately in writing.</li> <li>• Student consistently uses commas in dates and to separate words in a series.</li> <li>• Student consistently capitalizes the beginning of a sentence, proper nouns, and the pronoun "I"</li> </ul>
<p><b>All Trimesters:</b> Follows conventions of grammar (L.1.1.B, L.1.1.C, L.1.1.E)</p> <p>15</p>	<ul style="list-style-type: none"> <li>• Student rarely applies grade-level grammar and usage. (action words, noun-verb agreement, describing words)</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes applies grade-level grammar and usage with many errors. (action words, noun-verb agreement, describing words)</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently applies grade-level grammar and usage. (action words, noun-verb agreement, describing words)</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently applies <b>above-grade-level</b> grammar and usage. (action words, noun-verb agreement, describing words, common, proper and possessive nouns, conjunctions to expand ideas)</li> </ul>

Writing	1	2	3	4
<p><b>All Trimesters:</b> Knows and applies spelling patterns (L.1.2.D)</p> <p>16</p>	<ul style="list-style-type: none"> <li>• Student does not use conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>• Student does not use phonetic spelling for untaught words.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>• Student sometimes uses phonetic spelling for untaught words drawing on phonetic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>• Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words.</li> <li>• Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness.</li> </ul>
<p><b>All Trimesters:</b> Forms letters and numerals correctly (L.1.1.A)</p> <p>17</p>	<ul style="list-style-type: none"> <li>• Student makes many errors in forming letters and numerals.</li> <li>• Student does not use uppercase or lower case appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Student makes some errors in forming letters and numerals.</li> <li>• Student uses upper and lower-case letter appropriately with some errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Students forms all letters and numerals correctly.</li> <li>• Student writes using appropriate upper and lower-case letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently forms all letters and numerals correctly.</li> <li>• Student consistently writes using appropriate upper and lower-case letters.</li> </ul>
<p><b>All Trimesters:</b> Able to produce and publish a variety of writing pieces (Narrative, Informative, Opinion, Shared Research) (W.1.1, W.1.2, W.1.3, W. 1.7)</p> <p>18</p>	<p>Student is unable to produce and publish a writing piece.</p>	<p>Student is able to produce and publish a writing piece with a lot of teacher support.</p>	<p>Student is able to produce and publish a writing piece with appropriate grade-level teacher guidance.</p>	<p>Student is able to independently produce and publish a writing piece that is above grade-level expectations and minimal teacher support.</p>



MATHEMATICS				
Operations & Algebraic Thinking	1	2	3	4
<p><b>All Trimesters:</b> Solves word problems using addition and subtraction within 20 (<b>OA.A.1, OA.A.2</b>)</p> <p>19</p>	<ul style="list-style-type: none"> <li>Rarely solves word problems using addition and subtraction within 20.</li> <li>Rarely solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> <li>For example, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally can solve word problems that use addition and subtraction within 20. Student may need assistance to complete task.</li> <li>Occasionally solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> <li>For example, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Student has the general knowledge of how to solve word problems using addition and subtraction within 20. Student can complete most tasks independently, but may require assistance.</li> <li>Solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> <li>For example, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently solves word problems using addition and subtraction within 20. Student can complete most tasks independently.</li> <li>Accurately and efficiently solves word problems that call for addition of three whole numbers whose sum is less than or equal to 20.</li> <li>For example, by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
<p>Adds and subtracts within 20 (<b>OA.C.6</b>)</p>				
<p>20</p> <p>First Trimester</p>	<ul style="list-style-type: none"> <li>Rarely shows ability to add within 10.</li> <li>For example, knowing <math>3 + 7 = 10</math>, one knows <math>7 + 3 = 10</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally adds within 10.</li> <li>For example, knowing <math>3 + 7 = 10</math>, one knows <math>7 + 3 = 10</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Adds within 10.</li> <li>For example, knowing <math>3 + 7 = 10</math>, one knows <math>7 + 3 = 10</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently adds within 10 and can explain their strategies.</li> <li>For example, knowing <math>3 + 7 = 10</math>, one knows <math>7 + 3 = 10</math>.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
<p>Second Trimester</p>	<ul style="list-style-type: none"> <li>Rarely shows ability to add or subtract within 20.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally adds and subtracts numbers within 20.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Adds and subtracts within 20 and demonstrates fluency for addition and subtraction within 10.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently adds and subtracts facts and uses a variety of methods to show their understanding independently.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
<p>Third Trimester</p>	<ul style="list-style-type: none"> <li>Rarely shows ability to add or subtract within 20 using numbers are pictures.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally adds and subtracts numbers within 20 by using numbers or a pictorial representation.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Adds and subtracts within 20 and demonstrates fluency for addition and subtraction within 10.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently adds and subtracts facts and uses a variety of methods to show their understanding independently.</li> <li>For example, knowing <math>8 + 4 = 12</math>, one knows <math>12 - 8 = 4</math>.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>

Operations & Algebraic Thinking	1	2	3	4
<p><b>All Trimesters:</b> Understands the relationship between addition and subtraction (<b>OA.B.3, OA.B.4</b>)</p> <p>21</p>	<ul style="list-style-type: none"> <li>Rarely applies properties of operations as strategies to add and subtract. For example, if <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known.</li> <li>Rarely understands subtraction as an unknown-addend problem. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally applies properties of operations as strategies to add and subtract. For example, if <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known.</li> <li>Occasionally understands subtraction as an unknown-addend problem Student can use this knowledge in completing fact families. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</li> </ul>	<ul style="list-style-type: none"> <li>Applies properties of operations as strategies to add and subtract. For example, if <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known.</li> <li>Understands subtraction as an unknown-addend problem Student is able to correctly answer most if not all relational problems. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently applies properties of operations as strategies to add and subtract. For example, if <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known.</li> <li>Accurately and efficiently understands subtraction as an unknown-addend problem Student can solve most if not all problem independently. For example, subtract <math>10 - 8</math> by finding the number that makes 10 when added to 8.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>

Operations & Algebraic Thinking		1	2	3	4
Works with addition and subtraction equations (O.A.D.8)					
First Trimester					
22	Second Trimester	Rarely determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Occasionally determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Accurately and efficiently determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ . Applies knowledge in ways that extend higher level thinking skills.
	Third Trimester	Rarely determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Occasionally determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ .	Accurately and efficiently determines the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$ , $5 = ? - 3$ , $6 + 6 = ?$ . Applies knowledge in ways that extend higher level thinking skills.

Numbers & Operations in Base Ten Extends the counting sequence (NBT.A.1)		1	2	3	4
First Trimester					
23	Second Trimester	<ul style="list-style-type: none"> <li>Rarely counts to 120, starting at any number less than 120.</li> <li>Rarely reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally counts to 120, starting at any number less than 120.</li> <li>Occasionally reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Counts to 120, starting at any number less than 120.</li> <li>Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently counts to 120, starting at any number less than 120.</li> <li>Accurately and efficiently reads and writes numerals and represents a number of objects with a written numeral.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
	Third Trimester	<ul style="list-style-type: none"> <li>Rarely counts to 120, starting at any number less than 120.</li> <li>Rarely reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally counts to 120, starting at any number less than 120.</li> <li>Occasionally reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Counts to 120, starting at any number less than 120.</li> <li>Reads and writes numerals and represents a number of objects with a written numeral.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently counts to 120, starting at any number less than 120.</li> <li>Accurately and efficiently reads and writes numerals and represents a number of objects with a written numeral.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
Compares two-digit numbers using $<$ , $=$ , $>$ (NBT.B.3)					
First Trimester					
24	Second Trimester	Rarely compares two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Occasionally compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Accurately and efficiently compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ . Applies knowledge in ways that extend higher level thinking skills.
	Third Trimester	Rarely compares two two-digit numbers based on the meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Occasionally compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ .	Accurately and efficiently compares two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$ , $=$ , $<$ . Applies knowledge in ways that extend higher level thinking skills.
Models and identifies place value in numerals; ones, tens (NBT.B.2)					
First Trimester					
25	Second Trimester	Rarely models or identifies numbers with given digits in the ones and tens place. Student is unable to write numbers expressed orally.	Occasionally models or identifies numbers that are located in either the one or tens place.	Models and identifies numbers that are located in either the one or tens place.	Accurately and efficiently models and identifies numbers that are located in either the one or tens place. Applies knowledge in ways that extend higher level thinking skills.
	Third Trimester	Rarely models or identifies numbers with given digits in the ones and tens place. Student is unable to write numbers expressed orally.	Occasionally models or identifies numbers that are located in either the one or tens place.	Models and identifies numbers that are located in either the one or tens place.	Accurately and efficiently models and identifies numbers that are located in either the one or tens place. Applies knowledge in ways that extend higher level thinking skills.

<b>Numbers &amp; Operations in Base Ten</b> Adds two-digit numbers and one-digit numbers <b>(NBT.C.4)</b>	1	2	3	4
First and Second Trimesters				
26  Third Trimester	Rarely adds two-digit numbers to one-digit numbers correctly.	Occasionally adds two-digit numbers to one-digit numbers correctly.	Adds two-digit numbers to one-digit numbers correctly and uses concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Accurately and efficiently adds two-digit numbers to one-digit numbers correctly and uses concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Applies knowledge in ways that extend higher level thinking skills.

<b>Measurement &amp; Data</b> Organizes, represents, and interprets data <b>(MD.C.4)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
First and Second Trimesters				
27 Third Trimester	<ul style="list-style-type: none"> <li>Rarely organizes, represents or interprets data that is given.</li> <li>Rarely makes plan on how to work with data.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally organizes, represents or interprets data that is given.</li> <li>Occasionally makes plan on how to work with data.</li> </ul>	<ul style="list-style-type: none"> <li>Organizes, represents or interprets data that is given.</li> <li>Makes a plan and collects data to organize and display in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently organizes, represents or interprets data that is given.</li> <li>Makes a plan and collects data to organize and display in different ways.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
<b>Orders objects by lengths (MD.A.1)</b>				
First and Second Trimesters				
28 Third Trimester	<ul style="list-style-type: none"> <li>Rarely orders three objects by length.</li> <li>Rarely compares the lengths of two objects indirectly by using a third object.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally orders three objects by length.</li> <li>Occasionally compares the lengths of two objects indirectly by using a third object.</li> </ul>	<ul style="list-style-type: none"> <li>Orders three objects by length.</li> <li>Compares the lengths of two objects indirectly by using a third object.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently orders three objects by length.</li> <li>Accurately and efficiently compares the lengths of two objects indirectly by using a third object.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
<b>Tells and writes time in hours and half hours (MD.B.3)</b>				
First and Second Trimesters				
29 Third Trimester	Rarely shows an understanding of the analog clock and how to write time to the hour and half hour.	Occasionally shows an understanding of the analog clock and how to write time to the hour and half hour.	Shows an understanding of the analog clock and how to write time to the hour and half hour.	Accurately and efficiently shows an understanding of the analog clock and how to write time to the hour and half hour. Applies knowledge in ways that extend higher level thinking skills.

Geometry	1	2	3	4
Identifies, builds, and draws shapes (G.A.1)				
First and Second Trimesters				
<p>Third Trimester</p> <p>30</p>	<ul style="list-style-type: none"> <li>Occasionally distinguishes between defining attributes versus non-defining attributes</li> <li>Occasionally builds and draws shapes to possess defining attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally distinguishes between defining attributes versus non-defining attributes</li> <li>Occasionally builds and draws shapes to possess defining attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguishes between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size).</li> <li>Builds and draws shapes to possess defining attributes.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently distinguishes between defining attributes versus non-defining attributes.</li> <li>Accurately and efficiently builds and draws shapes to possess defining attributes.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>
Manipulate two and three-dimensional shapes (G.A.2)				
First and Second Trimesters				
<p>Third Trimester</p> <p>31</p>	Rarely composes two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	Occasionally composes two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape.	Composes two-dimensional shapes (rectangles, squares, trapezoids, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Accurately and efficiently composes two-dimensional shapes or three-dimensional shapes to create a composite shape, and compose new shapes from the composite shape. Applies knowledge in ways that extend higher level thinking skills.
Describes and understand equal parts of a whole shape (G.A.3)				
First and Second Trimesters				
<p>Third Trimester</p> <p>32</p>	<ul style="list-style-type: none"> <li>Rarely partitions circles and rectangles into two and four equal shares.</li> <li>Rarely describes the shares using fractional words and phrases.</li> <li>Occasionally describes the whole as two of, or four of the shares.</li> <li>Rarely understands that decomposing a shape into more equal shares creates smaller shares.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally partitions circles and rectangles into two and four equal shares.</li> <li>Occasionally describes the shares using fractional words and phrases.</li> <li>Occasionally describes the whole as two of, or four of the shares.</li> <li>Occasionally understands that decomposing a shape into more equal shares creates smaller shares.</li> </ul>	<ul style="list-style-type: none"> <li>Partitions circles and rectangles into two and four equal shares.</li> <li>Describes the shares using fractional words and phrases.</li> <li>Describes the whole as two of, or four of the shares.</li> <li>Understands that decomposing a shape into more equal shares creates smaller shares.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately and efficiently partitions circles and rectangles into two and four equal shares.</li> <li>Accurately and efficiently describes the shares using fractional words and phrases.</li> <li>Accurately and efficiently describes the whole as two of, or four of the shares.</li> <li>Accurately and efficiently understands that decomposing a shape into more equal shares creates smaller shares.</li> <li>Applies knowledge in ways that extend higher level thinking skills.</li> </ul>