



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

Key			
First Trimester	Second Trimester	Third Trimester	All Trimesters

Benchmark = where we want students	1	2	3	4
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LANGUAGE ARTS				
Reading Level	Below		On	Above
Reads on grade-level				
September – December	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
December – March	Student has achieved reading success at a DRA Level 16 or below	Student has achieved reading success at a DRA Level 18 – 20	Student has achieved reading success at a DRA Level 24	Student has achieved reading success at a DRA Level 28 or above
March – June	Student has achieved reading success at a DRA Level 18 or below	Student has achieved reading success at a DRA Level 20 – 24	Student has achieved reading success at a DRA Level 28	Student has achieved reading success at a DRA Level 30 or above

Reading Standards: Foundational Skills		1	2	3	4
Reads with fluency (expression, rate, phrasing, accuracy) (RF.2.4)					
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.2.3)					
2	First Trimester	<ul style="list-style-type: none"> Student is unable to recognize and use beginning sounds. Student is unable to make sure reading makes sense. Student is unable to read high-frequency words automatically. Student is unable to notice errors and self-correct. 	<ul style="list-style-type: none"> Student sometimes recognizes and uses beginning sounds. Student sometimes checks to make sure reading makes sense. Student sometimes reads high-frequency words automatically. Student sometimes notices errors and self-corrects. 	<ul style="list-style-type: none"> Student consistently identifies and decodes using beginning and ending sounds. Students consistently checks to make sure reading makes sense. Student consistently notices errors and self-corrects. 	<ul style="list-style-type: none"> Student consistently identifies and decodes using beginning, ending and medial sounds. Students consistently checks to make sure reading makes sense, in above-grade-level text. Student consistently reads high-frequency words automatically, in above-grade-level text.
	Second Trimester	<ul style="list-style-type: none"> Student is unable to recognize and uses beginning and ending sounds. Student is unable to use context of text to figure out unfamiliar words. Student sometimes notices errors and self-corrects. 	<ul style="list-style-type: none"> Student is sometimes able to recognize and use beginning and ending sounds. Students is sometimes able to use context of the text to figure out unfamiliar words. Student sometimes stops at errors and self-corrects. 	<ul style="list-style-type: none"> Student consistently identifies and decodes using beginning, ending, and medial sounds. Student consistently uses context of the text to figure out unfamiliar words. Student consistently self-corrects errors. 	<ul style="list-style-type: none"> Students consistently uses beginning, ending and medial sounds to decode words in above-grade-level text. Student consistently uses context of the text to figure out unfamiliar words in above-grade-level text. Student consistently self-corrects errors in above-grade-level text.
	Third Trimester	<ul style="list-style-type: none"> Student is unable to recognize and use beginning, ending and medial sounds. Student is unable to independently use various strategies to decode unfamiliar words with relative ease. Student is unable to self-correct errors. 	<ul style="list-style-type: none"> Student is sometimes able to recognize and use beginning, ending and medial sounds. Student sometimes rereads and self-corrects errors. Student sometimes uses various decoding strategies to problem solve through text. 	<ul style="list-style-type: none"> Student consistently identifies and decodes using beginning, ending and medial sounds. Student consistently rereads and self-corrects errors. Student consistently uses various decoding strategies to problem solve through text. 	<ul style="list-style-type: none"> Student consistently decodes unknown and multiple-syllable words using all phonemes (blends, digraphs, diphthongs). Student consistently rereads and self-corrects errors in above-grade-level text. Student consistently uses various decoding strategies to problem solve through above-grade-level text.

Reading Standards: Foundational Skills	1	2	3	4
All Trimesters: Recognizes and applies spelling patterns (RF.2.3) 3	Does not master specific phonics patterns assessed using formal and informal measures (Usually below grade-level patterns)	Sometimes masters specific phonics patterns assessed using formal and informal measures (Usually below grade-level patterns)	Consistently masters specific phonics patterns assessed using formal and informal measures (Grade-level patterns)	Exceeds expectations of mastery of above grade-level phonics patterns as assessed using formal and informal measures.

Speaking and Listening	1	2	3	4
All Trimesters: Participates in discussions actively and appropriately (SL.2.1) 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 above-grade- level texts
All Trimesters: Expresses ideas clearly (SL.2.6) 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.

Writing	1	2	3	4
All Trimesters: Generates ideas for writing (W.2.5) 10	Student has difficulty generating ideas for writing even with teacher support. The topic is unclear.	Student generates some ideas from experience of imagination with some teacher support. The topic is evident but may be too broad.	Student generates ideas for writing from experience or imagination. Student chooses and narrows the topic with minimal support.	Student generates interesting ideas for writing from experience, imagination, and stories read. Student independently chooses and narrows a topic.
All Trimesters: Writes complete sentences (L.2.1.F) 11	<ul style="list-style-type: none"> Student does not understand that every sentence must have a subject and predicate and is a complete thought. Student is unable to write a complete simple sentence 	<ul style="list-style-type: none"> Student sometimes understands that every sentence has a subject and predicate and is a complete thought Student sometimes writes complete simple sentences 	<ul style="list-style-type: none"> Student understands that every sentence must have a subject and predicate and is a complete thought. Student is able to write a simple complete sentence. 	<ul style="list-style-type: none"> Student understands that every sentence must have a subject and predicate and is a complete thought. Student consistently writes in complete and complex sentences
All Trimesters: Uses punctuation and capitalization appropriately (L.2.2.A, L.2.2.B, L.2.2.C) 12	<ul style="list-style-type: none"> Student does not use end punctuation for sentences. Student does not use commas in dates and to separate words in a series. Student does not capitalize the beginning of a sentence, proper nouns, and the pronoun "I" 	<ul style="list-style-type: none"> Student sometimes uses end punctuation for sentences. Student sometime uses commas in dates and to separate words in a series. Student sometimes capitalizes the beginning of a sentence, proper nouns, and the pronoun "I" 	<ul style="list-style-type: none"> Student uses end punctuation appropriately in sentences. Student uses commas in dates and to separate words in a series. Student capitalizes the beginning of a sentence, proper nouns, and the pronoun "I" 	<ul style="list-style-type: none"> Student consistently uses end punctuation appropriately in writing. Student consistently uses commas in dates and to separate words in a series. Student consistently capitalizes the beginning of a sentence, proper nouns, and the pronoun "I"
All Trimesters: Follows conventions of grammar (L.2.1) 13	Student rarely applies grade-level grammar and usage. (action words, noun-verb agreement, describing words)	Student sometimes applies grade-level grammar and usage with many errors. (action words, noun-verb agreement, describing words)	Student consistently applies grade-level grammar and usage. (action words, noun-verb agreement, describing words)	Student consistently applies above-grade-level grammar and usage. (action words, noun-verb agreement, describing words, common, proper and possessive nouns, conjunctions to expand ideas)
All Trimesters: Knows and applies spelling patterns (L.2.2.D) 14	<ul style="list-style-type: none"> Student does not use conventional spelling for words with common spelling patterns and for common irregular words. Student does not use phonetic spelling for untaught words. 	<ul style="list-style-type: none"> Student sometimes uses conventional spelling for words with common spelling patterns and for common irregular words. Student sometimes uses phonetic spelling for untaught words drawing on phonetic awareness and spelling conventions. 	<ul style="list-style-type: none"> Student uses conventional spelling for words with common spelling patterns and for common irregular words. Student uses phonetic spelling for untaught words, drawing on phonetic awareness and spelling conventions. 	<ul style="list-style-type: none"> Student consistently uses conventional spelling for words with common spelling patterns and for common irregular words. Student consistently uses phonetic spelling for untaught words, drawing on phonetic awareness.
All Trimesters: Able to produce and publish a variety of writing pieces (Narrative, Informative, Opinion, Shared Research) (W.2.1, W.2.2, W.2.3, W.2.7) 15	Student is unable to produce and publish a writing piece.	Student is able to produce and publish a writing piece with a lot of teacher support.	Student is able to produce and publish a writing piece with appropriate grade-level teacher guidance.	Student is able to independently produce and publish a writing piece that is above grade-level expectations and minimal teacher support.

Language	1	2	3	4
<p data-bbox="113 699 583 756">All Trimesters: Understands and uses new vocabulary (L.2.6)</p> <p data-bbox="113 906 142 930">16</p>	<p data-bbox="613 699 934 938">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.</p>	<p data-bbox="959 699 1268 938">With teacher support, student uses new vocabulary words and phrases and applies them accurately through conversations, reading and when responding to text read aloud.</p>	<p data-bbox="1306 699 1614 938">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.</p>	<p data-bbox="1652 699 1961 906">Student uses new vocabulary words and phrases and applies them accurately through conversations, reading, and when responding to text read aloud.</p>

MATHEMATICS				
Operations & Algebraic Thinking	1	2	3	4
All Trimesters: Adds and subtracts within 20; (OA.B.2) 17	Rarely shows ability to add or subtract within 20 using numbers or pictures.	Occasionally is able to demonstrate understanding of adding and subtracting numbers within 20 by using numbers or a pictorial representation.	Adds and subtracts within 20.	Accurately and efficiently adds and subtracts facts and uses a variety of methods to show their understanding independently. Applies knowledge in ways that extend higher level thinking skills.
All Trimesters: Represents and solves 1 & 2 step problems (addition/subtraction) within 100; (OA.A.1) 18	Rarely uses addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Sometimes uses addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions.	Uses addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. E.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Accurately and efficiently uses addition and subtraction within 100 to solve one and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions. Applies knowledge in ways that extend higher level thinking skills.
All Trimesters: Uses addition as a foundation for multiplication (OA.C.3) 19	Rarely determines whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s). Writes an equation to express an even number as a sum of two equal addends.	Occasionally determines whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s). Writes an equation to express an even number as a sum of two equal addends.	Determines whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s). Writes an equation to express an even number as a sum of two equal addends.	Accurately and efficiently determines whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s). Writes an equation to express an even number as a sum of two equal addends. Applies knowledge in ways that extend higher level thinking skills.

Numbers & Operations in Base Ten	1	2	3	4
All Trimesters: Understands and utilizes place value; ones, tens, hundreds (NBT.A.1) 20	Rarely understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.	Occasionally understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones.	Understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. For example, 706 equals 7 hundreds, 0 tens, and 6 ones.	Accurately and efficiently understands that the three digits of a three-digit number represents amounts of hundreds, tens, and ones. Applies knowledge in ways that extend higher level thinking skills.
Adds and subtracts two and three digit numbers (NBT.B)				
First Trimester				
Second Trimester	Rarely adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Occasionally adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Applies concepts of addition and subtraction to fluently add and subtract above 100 using 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.
Third Trimester 21	Rarely adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Occasionally adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Fluently adds and subtracts within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Applies concepts of addition and subtraction to fluently adds and subtracts within 1000 using 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.

Measurement & Data	1	2	3	4
Tell and write time in hours and from analog and digital clocks to the nearest five minutes, using a.m./p.m. (MD.C.7)				
First and Second Trimesters				
22 Third Trimester	Rarely tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Occasionally tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Accurately and efficiently tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Applies knowledge in ways that extend higher level thinking skills.
Solves problems using monetary units, using \$, and ¢ (MD.C.8)				
First and Second Trimesters				
23 Third Trimester	Rarely solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.	Occasionally solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately.	Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. For example: if you have 2 dimes and 3 pennies, how much money do you have?	Accurately and efficiently solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢ symbols appropriately. Applies knowledge in ways that extend higher level thinking skills.
Measure and estimate lengths; <i>inches, feet, centimeters, meters</i> (MD.A.3)				
First Trimester and Second Trimesters				
24 Third Trimester	Rarely estimates lengths using units of inches, feet, centimeters and meters.	Occasionally estimates lengths using units of inches, feet, centimeters and meters.	Estimates lengths using units of inches, feet, centimeters and meters.	Efficiently estimates lengths using units of inches, feet, centimeters and meters. Applies knowledge in ways that extend higher level thinking skills.

Measurement & Data	1	2	3	4
Relates addition and subtraction to length (MD.B.5)				
First and Second Trimesters				
25 Third Trimester	Rarely uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Occasionally uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Accurately and efficiently uses addition and subtraction within 100 to solve word problems involving lengths that are given in the same units e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. Applies knowledge in ways that extend higher level thinking skills.
Generates, represents and interpret data (MD.D.9 and MD.D.10)				
First and Second Trimesters				
26 Third Trimester	<ul style="list-style-type: none"> Rarely generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Rarely draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Rarely solves simple put together, take-apart and compare problems using information presented in a bar graph. 	<ul style="list-style-type: none"> Occasionally generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Occasionally draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Occasionally solves simple put together, take-apart and compare problems using information presented in a bar graph. 	<ul style="list-style-type: none"> Generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solves simple put together, take-apart and compare problems using information presented in a bar graph. 	<ul style="list-style-type: none"> Accurately and efficiently generates measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Shows the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. Accurately and efficiently draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Accurately and efficiently solves simple put together, take-apart and compare problems using information presented in a bar graph. Applies knowledge in ways that extend higher level thinking skills.

Geometry	1	2	3	4
Identify and draws shapes having specified attributes (G.A.1)				
First and Second Trimesters				
27 Third Trimester	<ul style="list-style-type: none"> Rarely recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Rarely identifies triangles, quadrilaterals, pentagons, hexagon, and cubes. 	<ul style="list-style-type: none"> Occasionally recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Occasionally identifies triangles, quadrilaterals, pentagons, hexagon, and cubes. 	<ul style="list-style-type: none"> Recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identifies triangles, quadrilaterals, pentagons, hexagon, and cubes. 	<ul style="list-style-type: none"> Accurately and efficiently recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces. Accurately and efficiently identifies triangles, quadrilaterals, pentagons, hexagon, and cubes. Applies knowledge in ways that extend higher level thinking skills.
Identifies, describes and creates fractional parts (G.A.3)				
First and Second Trimesters				
28 Third Trimester	<ul style="list-style-type: none"> Rarely partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describes the whole as two halves, three thirds, four fourths. Rarely recognizes that equal shares of identical wholes need not have the same shape. 	<ul style="list-style-type: none"> Occasionally partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describes the whole as two halves, three thirds, four fourths. Occasionally recognizes that equal shares of identical wholes need not have the same shape. 	<ul style="list-style-type: none"> Partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describes the whole as two halves, three thirds, four fourths. Recognizes that equal shares of identical wholes need not have the same shape. 	<ul style="list-style-type: none"> Accurately and efficiently partitions circles and rectangles into two, three, or four equal shares, describes the shares using the words <i>halves</i>, <i>thirds</i>, <i>half of</i>, <i>a third of</i>, etc., and describes the whole as two halves, three thirds, four fourths. Accurately and efficiently recognizes that equal shares of identical wholes need not have the same shape. Applies knowledge in ways that extend higher level thinking skills.