

Last updated 11/2016

Reading – Literature

Demonstrates literal comprehension (levels were taken out)

Trimester	1	2	3	4
1	<ul style="list-style-type: none"> - Student rarely demonstrates literal understanding of stories and informational texts. - Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. <p>Student does not use target comprehension skills.</p>	<ul style="list-style-type: none"> - Student sometimes demonstrates literal understanding of the stories and informational texts. - Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Student demonstrates a literal understanding of stories and informational texts. - Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong literal understanding of texts. - Retellings of responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
2	<ul style="list-style-type: none"> - Student rarely demonstrates literal understanding of stories and informational texts. - Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. - Student does not use target comprehension skills. 	<ul style="list-style-type: none"> - Student sometimes demonstrates some literal understanding of stories and informational texts. - Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Student demonstrates a literal understanding of stories and informational texts. - Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. 	<p>In above-grade-level-texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong literal understanding of texts. - Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
3	<ul style="list-style-type: none"> - Student rarely demonstrates literal understanding of stories 	<ul style="list-style-type: none"> - Student sometimes demonstrates literal understanding of stories 	<ul style="list-style-type: none"> - Student demonstrates a literal understanding of stories and informational texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong literal

	<p>and informational texts.</p> <ul style="list-style-type: none"> - Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. - Student does not use target comprehension skills. 	<p>and informational texts.</p> <ul style="list-style-type: none"> - Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. 	<p>understanding of texts.</p> <ul style="list-style-type: none"> - Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
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Demonstrates inferential comprehension (took levels out)

Trimester	1	2	3	4
1	<ul style="list-style-type: none"> - Student notices few details in pictures and text. - Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> - Student inconsistently notices some clues in pictures and text. - Student sometimes extends thinking to describe a few clues. - Student demonstrates a limited inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> - Student notices clues in pictures and text. - Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. - Student demonstrates an inferential understanding of informational and imaginative texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently analyzes clues in pictures and text. - Student extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose. - Student demonstrates an insightful inferential understanding of informational and imaginative texts.
2	<ul style="list-style-type: none"> - Student notices few details in pictures and text - Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> - Student inconsistently notices some clues in pictures and text. - Student sometimes extends thinking to describe a few clues. - Student demonstrates a limited inferential 	<ul style="list-style-type: none"> - Student notices clues in pictures and text. - Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. - Student demonstrates an inferential understanding of 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently analyzes clues in pictures and text. - Student consistently extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's

		understanding of informational and imaginative texts.	informational and imaginative texts.	purpose. - Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts.
3	- Student notices few details in pictures and text; does not extend thinking or demonstrate inferential understanding of informational and imaginative texts.	- Student inconsistently notices some clues in pictures and text; sometimes extends thinking to describe a few clues; demonstrates a limited inferential understanding of informational and imaginative texts.	- Student notices clues in pictures and text; extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text; demonstrates an inferential understanding of informational and imaginative texts.	In above-grade-level texts: - Student consistently analyzes clues in pictures and text; extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author's purpose; demonstrates an insightful inferential understanding of informational and imaginative texts.

Shows comprehension through written response (added in trimesters and aligned to RTL rubrics)

Trimester	1	2	3	4
1	- In written response, student is rarely able to summarize text, as per RTL rubric for trimester 1 - Student is rarely able to respond to one	- In written response, student is sometimes able to summarize text, as per RTL rubric for trimester 1 - Student is sometimes able to respond to one teacher prompt.... I	- In written response, student is able to summarize text, as per RTL rubric for trimester 1 - Student is able to respond to one teacher prompt.... I predicted, I wondered, I inferred, I learned	- In written response, student is able to summarize text, as per RTL rubric for trimester 1 and gives additional details - Student is able to completely respond to 2-3 teacher prompts.... I predicted, I

	<p>teacher prompt.... I predicted, I wondered, I inferred, I learned</p> <ul style="list-style-type: none"> - Student is rarely able to recommend book to others -Written response does not demonstrate understanding of text - Does not show appropriate mechanics and letter format 	<p>predicted, I wondered, I inferred, I learned</p> <ul style="list-style-type: none"> - Student is sometimes able to recommend book to others -Written response sometimes demonstrates understanding of text -Sometimes has appropriate mechanics and letter format 	<ul style="list-style-type: none"> - Student is able to recommend book to others -Written response demonstrates understanding of text -Appropriate mechanics and letter format 	<p>wondered, I inferred, I learned</p> <ul style="list-style-type: none"> - Student is able to recommend book to others and give detailed reason for recommendation - Student consistently demonstrates understanding of stories and texts in written response and includes many appropriate details. Reflects higher level thinking -Appropriate mechanics and letter format
2	<ul style="list-style-type: none"> - In written response, student is rarely able to summarize text, as per RTL rubric for trimester 2 - Student is rarely able to respond to <u>one or two</u> teacher prompts.... I predicted, I wondered, I inferred, I learned - Student is rarely able to recommend book to others <u>or make a text to text connection</u> -Written response does not demonstrate understanding of text - Does not show appropriate mechanics 	<ul style="list-style-type: none"> - In written response, student is sometimes able to summarize text, as per RTL rubric for trimester 2 - Student is sometimes able to respond to <u>one or two</u> teacher prompts.... I predicted, I wondered, I inferred, I learned - Student is sometimes able to recommend book to others <u>or make a text to text connection</u> -Written response sometimes demonstrates understanding of text -Sometimes has appropriate mechanics 	<ul style="list-style-type: none"> - In written response, student is able to summarize text, as per RTL rubric for trimester 2 - Student is able to respond to <u>one or two</u> teacher prompts.... I predicted, I wondered, I inferred, I learned - Student is able to recommend book to others <u>or make a text to text connection</u> -Written response demonstrates understanding of text -Appropriate mechanics and letter format 	<ul style="list-style-type: none"> - In written response, student is able to summarize text, as per RTL rubric for trimester 2 and give additional details - Student is able to completely respond to <u>one or two</u> teacher prompts.... I predicted, I wondered, I inferred, I learned - Student is able to recommend book to others <u>or make a text to text connection</u> and gives many details - Student consistently demonstrates understanding of stories and texts in written response and includes many appropriate details. Reflects higher level thinking -Appropriate mechanics and

	and letter format	and letter format		letter format
3	<ul style="list-style-type: none"> - In written response, student is rarely able to summarize text, as per RTL rubric for trimester 3 - Student is rarely able to respond to <u>two</u> teacher prompts..... I predicted, I wondered, I inferred, I learned - Student is rarely able to recommend book to others <u>or make a text to text connection</u> -Written response does not demonstrate understanding of text -Does not show appropriate mechanics and letter format 	<ul style="list-style-type: none"> - In written response, student is sometimes able to summarize text, as per RTL rubric for trimester 3 - Student is sometimes able to respond to <u>two</u> teacher prompts..... I predicted, I wondered, I inferred, I learned - Student is sometimes able to recommend book to others <u>or make a text to text connection</u> -Written response sometimes demonstrates understanding of text -Sometimes shows appropriate mechanics and letter format 	<ul style="list-style-type: none"> - In written response, student is able to summarize text, as per RTL rubric for trimester 3 - Student is able to respond to <u>two</u> teacher prompts..... I predicted, I wondered, I inferred, I learned - Student is able to recommend book to others <u>or make a text to text connection</u> -Written response demonstrates understanding of text -Appropriate mechanics and letter format 	<ul style="list-style-type: none"> - In written response, student is able to summarize text, as per RTL rubric for trimester 3 and gives many details - Student is able to respond to more than <u>two</u> teacher prompts..... I predicted, I wondered, I inferred, I learned - Student is able to recommend book to others <u>or make a text to text connection</u> and give many details -Written response demonstrates deeper understanding of text. Reflects higher level thinking -Appropriate mechanics and letter format

Reads grade level texts

Trimester	1	2	3	4
1	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J, K, or L.	Student has achieved reading success at Level M or above.
2	Student has achieved reading success at Level I	Student has achieved reading success at Level J	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N or above.

	or below.	or K.		
3	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N or above.

Demonstrates stamina during independent reading (PARCC is 30 in third grade, so we are working towards this)

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

Reading – Informational

Understands content specific vocabulary

Trimester	1	2	3	4
ALL	- Student never or rarely understands content-specific vocabulary and is unaware of the relationship between vocabulary and text.	- Student occasionally understands content-specific vocabulary and has a vague understanding of the relationship between vocabulary and text.	Student understands content-specific vocabulary and uses the relationship between vocabulary and text to determine word meanings.	Student consistently understands content-specific vocabulary and uses the relationship between vocabulary and text to determine word meanings and enhance their understanding of the text.

Shows comprehension of non-fiction texts (took out levels)

Trimester	1	2	3	4
1	<ul style="list-style-type: none"> - Student rarely demonstrates understanding of non-fiction texts by asking or answering questions. - Responses are simple, demonstrate little understanding of the text, and are generally based on pictures. <p>Student does not use target comprehension skills.</p>	<ul style="list-style-type: none"> - Student sometimes demonstrates understanding of non-fiction texts by asking or answering questions. - Responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Student demonstrates understanding of non-fiction texts by asking or answering questions. - Responses demonstrate an understanding of the text and partial application of learned comprehension skills. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong understanding of non-fiction texts. - Responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
2	<ul style="list-style-type: none"> - Student rarely demonstrates understanding of non-fiction texts. - Responses are simple, demonstrate little understanding of the text, and are generally based on pictures. - Student does not use target comprehension skills. 	<ul style="list-style-type: none"> - Student sometimes demonstrates some understanding of nonfiction texts. - Responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Student demonstrates understanding of non-fiction texts. - Responses demonstrate an understanding of the text and application of learned comprehension skills. 	<p>In above-grade-level-texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong understanding of non-fiction texts. - Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
3	<ul style="list-style-type: none"> - Student rarely demonstrates understanding of non-fiction texts. - Responses are simple, demonstrate little understanding of the text, and are generally based on pictures. 	<ul style="list-style-type: none"> - Student sometimes demonstrates understanding of non-fiction texts. - Responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> - Student demonstrates understanding of non-fiction texts. - Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> - Student consistently demonstrates a strong understanding of non-fiction texts. - Responses demonstrate a thorough understanding of the text and application of above-level comprehension skills.

	- Student does not use target comprehension skills.
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Knows and uses text features

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student does not understand the purpose of specific nonfiction text features. - Student is unable to use nonfiction text features (such as photographs, captions, headings, table of contents, and glossary) to aid in comprehension. 	<ul style="list-style-type: none"> - Student has some understanding of the purpose of specific nonfiction text features. - Student rarely uses nonfiction text features (such as photographs, captions, headings, table of contents, and glossary) to aid in comprehension. 	<ul style="list-style-type: none"> - Student understands the purpose of specific nonfiction text features. - Student uses nonfiction text features (such as photographs, captions, headings, table of contents, and glossary) to aid in comprehension. 	<ul style="list-style-type: none"> - Student understands the purpose of specific nonfiction text features. - Student consistently uses nonfiction text features (such as photographs, captions, headings, table of contents, and glossary) to aid in comprehension and discussion.

Reading – Foundational Skills

Recognizes sight words

Marking Period	1	2	3	4

ALL	Student rarely identifies grade-level decodable and high-frequency words.	Student sometimes identifies grade-level decodable and high-frequency words.	Student recognizes most grade-level decodable and high-frequency words.	Student consistently recognizes all grade-level decodable and high frequency words and above-grade-level decodable and high frequency words.
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Applies phonics to decode words

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to use phonic skills to decode unknown words.	Student sometimes uses phonic skills to decode unknown words.	Student consistently uses phonic skills to decode unknown words.	Student is able to use phonic skills in a higher level text.

Uses multiple strategies to problem solve unknown words

Marking Period	1	2	3	4
ALL	Student is unable or rarely able to use picture clues, reading strategies, and context clues to figure out unknown words.	Student sometimes uses picture clues, reading strategies, and context clues to figure out unknown words.	Student consistently uses picture clues, reading strategies, and context clues to figure out unknown words.	Student is able to use skills in a higher level text.

Reads with fluency, phrasing, and expression

Marking Period	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student does not demonstrate fluency when reading target high-frequency and decodable words. - Lack of fluent reading is evident during independent reading of texts. - Reading of texts is very choppy and slow. - Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> - Student reads some target high-frequency and decodable words accurately. - Student may read words very quickly and inaccurately or very slowly and inaccurately. - Reading is somewhat fluent when independently reading texts. - Student reads leveled texts either too slowly or too quickly. - Reading is choppy some of the time. - Student does not consistently attend to ending punctuation. - Student uses very little or no expression. 	<ul style="list-style-type: none"> - Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. - Student uses and recognizes word patterns when reading words fluently. - Student demonstrates fluent reading of on-level texts. - Student reads accurately. - Student pauses briefly between words. - Student attends to ending punctuation. □ Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> - Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing; - Student demonstrates fluent reading of above-level texts when reading independently. - Student attends to internal and ending punctuation. - Reading is fluid and accurate. - Student uses phrasing to group words that go together. - Expression is matched to the mood, character’s feelings, or actions in the text.

Writing

Writes in genres- Narrative –

Marking	1	2	3	4
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Period				
1 (Oct)	<ul style="list-style-type: none"> - Student rarely begins with a good lead that includes sensory information - Student rarely includes middle with well elaborated events and transition words in piece - Student rarely includes closure/ reflection (lesson learned) 	<ul style="list-style-type: none"> - Student sometimes begins with a good lead that includes sensory information - Student sometimes includes middle with well elaborated events and transition words in piece - Student sometimes includes closure/ reflection (lesson learned) 	<ul style="list-style-type: none"> - Student begins with a good lead that includes sensory information - Student includes middle with well elaborated events and transition words in piece - Student includes closure/ reflection (lesson learned) 	<ul style="list-style-type: none"> - Student begins with a superior lead that includes sensory information - Student includes middle with well elaborated events and transition words in piece; work is above second grade level - Student includes superior closure/ reflection (lesson learned); multiple sentences
2 (Jan)	<ul style="list-style-type: none"> -Student rarely begins with a good lead that includes question or dialogue - Student rarely includes middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings -Student rarely includes closure/ reflection (lesson learned or feelings) 	<ul style="list-style-type: none"> -Student sometimes begins with a good lead that includes question or dialogue - Student sometimes includes middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings -Student sometimes includes closure/ reflection (lesson learned or feelings) 	<ul style="list-style-type: none"> -Student begins with a good lead that includes question or dialogue - Student includes middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings -Student includes closure/ reflection (lesson learned or feelings) 	<ul style="list-style-type: none"> - Student begins with a superior lead that includes question or dialogue - Student includes middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings; work is above second grade level -Student includes superior closure/ reflection (lesson learned or feelings)
3 (April)	<ul style="list-style-type: none"> - Student rarely writes third person narrative piece -Student rarely begins with a good lead that includes question, onomatopoeia, or dialogue - Student rarely includes 	<ul style="list-style-type: none"> - Student sometimes writes third person narrative piece -Student sometimes begins with a good lead that includes question, onomatopoeia, or dialogue - Student sometimes includes middle with well 	<ul style="list-style-type: none"> - Student writes third person narrative piece -Student begins with a good lead that includes question, onomatopoeia, or dialogue - Student includes middle with well elaborated events/short sequence of events with transition words 	<ul style="list-style-type: none"> - Student writes superior third person narrative piece -Student begins with a superior lead that includes question, onomatopoeia, or dialogue - Student includes middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and

	middle with well elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings -Student rarely includes closure/ reflection (lesson learned or feelings)	elaborated events/short sequence of events with transition words and descriptive actions, thoughts, and feelings -Student sometimes includes closure/ reflection (lesson learned or feelings)	and descriptive actions, thoughts, and feelings -Student includes closure/ reflection (lesson learned or feelings)	feelings; work is above second grade level -Student includes superior closure/ reflection (lesson learned or feelings)
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Writes in genre- Opinion

Marking Period	1	2	3	4
1 (Nov)	- Student is rarely able to state an opinion -Student rarely supplies one reason including meaningful details and uses contrast - Student rarely writes a concluding statement and restates opinion	- Student is sometimes able to state an opinion -Student sometimes supplies one reason including meaningful details and uses contrast - Student sometimes writes a concluding statement and restates opinion	- Student is able to state an opinion -Student supplies one reason including meaningful details and uses contrast - Student writes a concluding statement and restates opinion	- Student is able to state an opinion -Student supplies several reasons including meaningful details and uses contrast ; work is above second grade level - Student writes a superior concluding statement and restates opinion
2 (Feb)	- - Student is rarely able to state an opinion -Student rarely supplies reasons including meaningful details, uses contrast, and uses linking verbs - Student rarely writes a concluding statement that connects to opinion	- - Student is sometimes able to state an opinion -Student sometimes supplies reasons including meaningful details, uses contrast, and uses linking verbs - Student sometimes writes a concluding statement that connects to opinion	- - Student is able to state an opinion -Student supplies reasons including meaningful details, uses contrast, and uses linking verbs - Student writes a concluding statement that connects to opinion	- - Student is able to state an opinion -Student supplies many reasons including meaningful details, uses contrast, and uses linking verbs ; work is above second grade level - Student writes a superior concluding statement that connects to opinion

3 (May)	<ul style="list-style-type: none"> - Student is rarely able to state an opinion about a book -Student rarely supplies reasons including meaningful details and uses contrast - Student rarely writes a concluding statement and restates opinion - Student rarely writes a concluding statement that connects to opinion 	<ul style="list-style-type: none"> - Student is sometimes able to state an opinion about a book -Student sometimes supplies reasons including meaningful details and uses contrast - Student sometimes writes a concluding statement and restates opinion - Student sometimes writes a concluding statement that connects to opinion 	<ul style="list-style-type: none"> - Student is able to state an opinion about a book -Student supplies reasons including meaningful details and uses contrast - Student writes a concluding statement and restates opinion - Student writes a concluding statement that connects to opinion 	<ul style="list-style-type: none"> - Student is able to state a detailed opinion about a book -Student supplies many reasons including meaningful details and uses contrast ; work is above second grade level - Student writes a concluding statement and restates opinion - Student writes a concluding statement that connects to opinion
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Writes in genre- Informational (still being revised)

Trimester	1	2	3	4
1				
2 (Dec)	<ul style="list-style-type: none"> - Student can introduce topic of informational piece - Student writes middle that uses facts/ definitions to develop points ; uses domain specific vocabulary - Student writes concluding statement 			
3 (March)	<ul style="list-style-type: none"> - Student can introduce topic of informational piece 			

	<ul style="list-style-type: none"> - Student writes middle that uses facts/ definitions to develop points ; uses domain specific vocabulary - Student writes concluding statement
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Adds details to writing – (being revised)

Trimester	1	2	3	4
1				
2				
3				

Applies learned writer’s craft strategies

Trimester	1	2	3	4
All	Student is unable to apply writer’s craft strategies to their own writing.	With guidance and support, student is able to apply writer’s craft strategies to their own writing.	Student is able to independently apply writer’s craft strategies to their writing.	Student consistently applies writer’s craft strategies in their writing independently, and experiments with writer’s crafts they have discovered in books to enhance their writing.

Expresses ideas clearly

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student generates very few ideas. - Most of the student's ideas are not relevant to the topic. 	<ul style="list-style-type: none"> - Student generates a few ideas from experience. - Student's writing includes some ideas relevant to the topic. 	<ul style="list-style-type: none"> - Student generates, supports, and elaborates on ideas for writing from own experiences, stories read, informational text, or imagination. - Most ideas are relevant and organized. 	<ul style="list-style-type: none"> - Student generates and tries out ideas from experience, stories read, informational text, or imagination. - Student's writing is organized with ideas that are relevant to and support the topic and purpose. - Student uses pre-writing strategies taught in units of student to narrow a topic and to thoroughly plan writing taught in units of study.

Organizes and plans

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student does not use pre-writing strategies taught in units of study. - There is a beginning with one or two unrelated details. - Student uses few basic text features when appropriate. - Student uses many sentence fragments or run-ons. 	<ul style="list-style-type: none"> - Student uses a few pre-writing strategies taught in units of study. - There is a beginning and end with a few details. - Student uses some simple text features when appropriate. - Some sentences are incomplete or run-on. 	<ul style="list-style-type: none"> - Student uses some pre-writing strategies to identify and narrow topic and to plan parts of the writing (lists, webs, and organizers), as taught in units of study. - There is a clear beginning, middle, and end with related details in each part. - Student successfully uses target text features (title, pictures, captions, author, page numbers). - Student writes in complete sentences. 	<ul style="list-style-type: none"> - Student uses pre-writing strategies taught in units of student to narrow a topic and to thoroughly plan writing taught in units of study. - There is a well-developed beginning, middle, and end with many relevant details. - Student uses above-level text features. - Student writes different kinds of complete and complex sentences.

Strengthens by revising and editing

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student does not read or revise his/her own writing. - Student does not reread his/her writing to edit for capitalization, punctuation, and spelling. 	<ul style="list-style-type: none"> - Student sometimes rereads and revises some of his/her own writing with teacher or partner. - Student adds or removes a few words when appropriate. - Student sometimes reads his/her writing to teacher or partner. - Student sometimes attempts to edit for capitalization and punctuation with a partner or teacher to check and correct spelling. 	<ul style="list-style-type: none"> - Student rereads his/her writing to self, teacher, and writing partner. - Student revises to make writing look and sound better by adding, deleting, and changing some words and details. - Student rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. - Student attempts to edit independently by consulting reference materials to check and correct spelling. 	<ul style="list-style-type: none"> - Student consistently rereads and revises his/her own writing independently and with partners. - Student revises to make it look and sound better by adding, removing, rearranging, and moving words and sentences. - Student consistently rereads his/her writing to self, teacher, and writing partner to edit for capitalization and punctuation. - Student attempts to edit independently by consulting reference materials to check and correct spelling.

Demonstrates writing stamina

Trimester	1	2	3	4
All	Student is unable or rarely able to write for 15 minutes.	Student is able to maintain writing stamina for 20 minutes	Student is able to maintain writing stamina for 25 minutes	Student is consistently able to maintain writing stamina for more than 25 minutes

Speaking and Listening

Participates in class discussions

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

Asks and answers questions for understanding

Marking Period	1	2	3	4
ALL	<ul style="list-style-type: none"> - Student rarely asks for clarification and further explanation as needed. - Student rarely asks/answers questions about information presented orally or visually in order to 	<ul style="list-style-type: none"> - Student occasionally asks for clarification and further explanation as needed. - Student occasionally asks/answers questions about information presented orally or 	<ul style="list-style-type: none"> - Student consistently asks for clarification and further explanation as needed. - Student consistently asks/answers questions about information presented orally or visually in order to deepen understanding. 	<ul style="list-style-type: none"> - Student consistently asks for clarification and further explanation as needed. - Student consistently asks/answers questions about information presented orally or visually and offers appropriate details.

	deepen understanding.	visually in order to deepen understanding.
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Expresses thoughts clearly

Marking Period	1	2	3	4
ALL	Student rarely expresses thoughts and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student occasionally expresses thoughts and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	Student consistently expresses thoughts and comments in complete sentences, using descriptive language and correct verb tense, subject-verb agreement, and correct use of irregular plural nouns.	<ul style="list-style-type: none"> - Student consistently uses and extends grade-appropriate academic vocabulary. - Student consistently uses grade-appropriate conventions of standard English grammar and usage. - Student consistently makes effective choices about language and sentence structure for meaning and style.

Language

Understands grammar and usage when speaking and writing

Marking Period	1	2	3	4
1	Student rarely applies grade-level grammar and usage, include: <ul style="list-style-type: none"> - Produce complete simple sentences. - Use collective nouns to describe groups. 	Student is beginning to apply grade-level grammar and usage, including: <ul style="list-style-type: none"> - Produce complete simple sentences. - Use collective nouns to 	Student applies grade-level grammar and usage, including: <ul style="list-style-type: none"> - Produce complete simple sentences. - Use collective nouns to describe groups. 	Student consistently applies above-grade-level conventions of grammar and usage.

		describe groups.		
2	Student rarely applies grade-level grammar and usage as listed in the first trimester plus: - Expanding simple sentences. - Compound sentences. - Adjectives, adverbs, and pronouns.	Student is beginning to apply grade-level grammar and usage as listed in the first trimester, plus: - Expanding simple sentences. - Compound sentences. - Adjectives, adverbs, and pronouns.	Student applies grade-level grammar and usage as listed in the first trimester, plus: - Expanding simple sentences. - Compound sentences. - Adjectives, adverbs, and pronouns.	Student consistently applies above-grade-level conventions of grammar and usage.
3	Student rarely applies grade-level grammar and usage as listed in the first and second trimesters plus: - Frequently occurring, irregular plural nouns to describe multiple things. - Past-tense irregular verbs.	Student is beginning to apply grade-level grammar and usage as listed in the first and second trimesters, plus: - Frequently occurring, irregular plural nouns to describe multiple things. - Past-tense irregular verbs.	Student applies grade-level grammar and usage as listed in the first and second trimesters, plus: - Frequently occurring, irregular plural nouns to describe multiple things. - Past-tense irregular verbs.	Student consistently applies above-grade-level conventions of grammar and usage.

Prints legibly

Trimester	1	2	3	4
ALL	Student does not write legibly. - Student does not form letters and numerals correctly. - Student does not leave appropriate spacing between letters or words.	Student rarely writes legibly. - Student rarely forms letters and numerals correctly. - Student rarely leaves appropriate spacing between letters or words.	Student writes legibly. - Student consistently forms letters and numerals correctly. - Student consistently leaves appropriate spacing between letters or words	Student consistently writes legibly. - Student forms letters and numerals neatly. - Student leaves appropriate spacing between letters or words.

Uses grade appropriate capitalization

Trimester	1	2	3	4
ALL	Student rarely applies appropriate grade-level mechanics of capitalization including: - Proper names, months when writing dates, holidays, words in a title, "I".	Student is beginning to apply appropriate grade-level mechanics of capitalization including: - Proper names, months when writing dates, holidays, words in a title, "I".	Student applies appropriate grade-level mechanics of capitalization including: - Proper names, months when writing dates, holidays, words in a title, "I".	Student consistently applies above-grade-level mechanics of capitalizations.

Uses grade appropriate punctuation

Trimester	1	2	3	4
1	Student rarely applies grade-level appropriate punctuation including: - Question marks, periods, exclamation points. - Commas to separate day from year in dates.	Student is beginning to apply grade-level appropriate punctuation, including: - Question marks, periods, exclamation points. - Commas to separate day from year in dates.	Student applies grade-level appropriate punctuation, including: - Question marks, periods, exclamation points. - Commas to separate day from year in dates.	Student consistently applies above-grade-level mechanics of punctuation.
2	Student rarely applies grade-level appropriate punctuation as listed in the first trimester, plus: - Commas when listing.	Student is beginning to apply grade-level appropriate punctuation as listed in the first trimester, plus: - Commas when listing.	Student applies grade-level appropriate punctuation as listed in the first trimester, plus: Commas when listing and in greetings and closings of	Student consistently applies above-grade-level mechanics of punctuation.

			letters.	
3	Student rarely applies grade-level appropriate punctuation as listed in the first and second trimester, plus: - Apostrophe in contractions.	Student is beginning to apply grade-level appropriate punctuation as listed in the first and second trimester, plus: - Apostrophe in contractions.	Student applies grade-level appropriate punctuation as listed in the first and second trimester, plus: - Apostrophe in contractions and frequently occurring possessives.	Student consistently applies above-grade-level mechanics of punctuation.

Uses grade appropriate spelling

Marking Period	1	2	3	4
ALL	Student does not use or edit spelling of grade-level decodable and high-frequency words.	Student rarely uses and edits spelling of grade-level decodable and high-frequency words.	Student uses and edits spelling of many grade-level decodable and high-frequency words, by consulting reference materials.	Student consistently uses and edits spelling of grade-level and above-grade-level decodable and high-frequency words.

Correctly spells word wall words

Marking Period	1	2	3	4
ALL	Student does not write second grade sight words and trick words with automaticity.	Student occasionally writes second grade sight words and trick words with automaticity.	Student consistently writes second grade sight words and trick words with automaticity.	Student consistently writes second grade sight words (and higher-level sight words) and trick words with automaticity.

Uses appropriate strategies to determine word meaning

Marking Period	1	2	3	4
ALL	Student cannot apply grade-level phonics and word analysis skills to determine the meanings of an unknown word.	Student occasionally applies grade-level phonics and word analysis skills to determine the meanings of an unknown word.	Student consistently applies grade-level phonics and word analysis skills to determine the meanings of an unknown word.	Student consistently applies above-grade-level phonics and word analysis skills to determine the meanings of unknown words.

Math

Operations and Algebraic Thinking

Fluently adds/subtracts within 20 *** We still need a definition of mastery (facts per minute?)

Trimester	1	2	3	4
1	-Student does not know or rarely knows addition and subtraction facts to 10.	-Student knows some addition and subtraction facts to 10.	-Student has mastered addition and subtraction facts to 10.	-Student has mastered addition and subtraction facts to 15.
2	-Student does not know or rarely knows addition and subtraction facts to 15.	-Student knows some addition and subtraction facts to 15.	-Student has mastered addition and subtraction facts to 15.	-Student has mastered addition and subtraction facts to 20.
3	-Student does not know or rarely knows addition and subtraction facts to 20.	-Student knows some addition and subtraction facts to 20.	-Student has mastered addition and subtraction facts to 20.	-Student has mastered some multiplication facts.

Identifies odd/even numbers within a group

Trimester	1	2	3	4
All	-Student does not understand that some numbers can be divided into two equal parts (even numbers) and some cannot (odd numbers)	-Student sometimes understands that some numbers can be divided into two equal parts (even numbers) and some cannot (odd numbers)	-Student understands that some numbers can be divided into two equal parts (even numbers) and some cannot (odd numbers)	

Adds to find total number of objects in a rectangular array

Trimester	1	2	3	4
All	-Student is unable or rarely able to use properties and strategies including repeated addition and arrays to solve (multiplication) problems.	-Student is sometimes able to use properties and strategies including repeated addition and arrays to solve (multiplication) problems.	-Student uses properties and strategies including repeated addition and arrays to solve (multiplication) problems.	-Student consistently applies and extends multiplication strategies independently.

Understands and applies strategies to add and subtract within 100 - ***We may need to remove “within 100”

Marking Period	1	2	3	4
1	-Student does not understand that addition number sentences can be used to show joining parts	-Student sometimes understands that addition number sentences can be used to show joining parts	-Student understands that addition number sentences can be used to show joining parts of a whole.	-Student understands that addition number sentences can be used to show joining parts of a whole and applies this understanding to all other

	<p>of a whole.</p> <p>-Student does not understand that subtraction number sentences can be used to show separating parts from a whole.</p> <p>-Student is unable or rarely able to count on to add (solve addition exercises with 0, 1, 2, 3)</p> <p>-Student does not understand that 2 or 3 numbers can be added in any order.</p> <p>-Student is unable or rarely able to add 3 or more whole numbers in any order.</p> <p>-Student is unable or rarely able to use the strategies of using doubles, near doubles, or making 10 to add.</p> <p>-Student is unable or rarely able to count back to subtract (apply concepts of 0, 1, 2 and 3 less than a number)</p>	<p>of a whole.</p> <p>-Student sometimes understands that subtraction number sentences can be used to show separating parts from a whole.</p> <p>-Student is unable or rarely able to count on to add (solve addition exercises with 0, 1, 2, 3)</p> <p>-Student sometimes understands that 2 or 3 numbers can be added in any order.</p> <p>-Student can sometimes add 3 or more whole numbers in any order.</p> <p>-Student sometimes uses the strategies of using doubles, near doubles, or making 10 to add.</p> <p>-Student is sometimes able to count back to subtract (apply concepts of 0, 1, 2 and 3 less than a number)</p> <p>-Student sometimes uses the strategies of using</p>	<p>problems.</p> <p>-Student understands that subtraction number sentences can be used to show separating parts from a whole.</p> <p>-Student is able to count on to add (solve addition exercises with 0, 1, 2, 3)</p> <p>-Student understands that 2 or 3 numbers can be added in any order.</p> <p>-Student can add 3 or more whole numbers in any order.</p> <p>-Student uses the strategies of using doubles, near doubles, or making 10 to add.</p> <p>-Student can count back to subtract (apply concepts of 0, 1, 2 and 3 less than a number)</p>	<p>problems.</p> <p>-Student understands that subtraction number sentences can be used to show separating parts from a whole and applies this understanding to all other problems.</p> <p>-Student consistently applies and extends addition and subtraction strategies to solve challenging problems.</p>
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	<p>-Student is unable or rarely able to use the strategies of using doubles, near doubles, and related addition facts to subtract.</p> <p>-Student is unable or rarely able to use related facts to demonstrate understanding that addition and subtraction are inverse operations.</p>	<p>doubles, near doubles, and related addition facts to subtract.</p> <p>-Student sometimes uses related facts to demonstrate understanding that addition and subtraction are inverse operations.</p>	<p>-Student uses the strategies of using doubles, near doubles, and related addition facts to subtract.</p> <p>-Student uses related facts to demonstrate understanding that addition and subtraction are inverse operations.</p>	
<p>2</p>	<p>-Student is unable or rarely able to use mental math strategies to add 2-digit numbers</p> <p>-Student is unable or rarely able to add 1-digit numbers to 2-digit numbers with or without regrouping.</p> <p>-Student is unable or rarely able to use mental math strategies to subtract 2-digit numbers.</p> <p>-Student is unable or rarely able to subtract a 1-digit number from a 2-digit number.</p>	<p>-Student sometimes uses mental math strategies to add 2-digit numbers</p> <p>-Student is sometimes able to add 1-digit numbers to 2-digit numbers with or without regrouping.</p> <p>-Student sometimes uses mental math strategies to subtract 2-digit numbers.</p> <p>-Student is sometimes able to subtract a 1-digit number from a 2-digit number.</p>	<p>-Student uses mental math strategies to add 2-digit numbers</p> <p>-Student adds 1-digit numbers to 2-digit numbers with or without regrouping.</p> <p>-Student uses mental math strategies to subtract 2-digit numbers.</p> <p>-Student subtracts a 1-digit number from a 2-digit number.</p>	<p>-Student consistently applies and extends addition and subtraction strategies to solve challenging problems.</p>

	<p>-Student is unable or rarely able to add 3-digit numbers with or without regrouping.</p> <p>-Student is unable or rarely able to use rounding to estimate sums.</p>	<p>-Student is sometimes able to add 3-digit numbers with or without regrouping.</p> <p>-Student is sometimes able to use rounding to estimate sums.</p>	<p>-Student adds 3-digit numbers with or without regrouping.</p> <p>-Student uses rounding to estimate sums.</p>	
3	<p>-Student is unable or rarely able to use mental math to subtract multiples of 100 from 3-digit numbers.</p> <p>-Student is unable or rarely able to subtract 3-digit numbers with or without regrouping.</p> <p>-Student is unable or rarely able to use rounding to estimate differences.</p>	<p>-Student is sometimes able to use mental math to subtract multiples of 100 from 3-digit numbers.</p> <p>-Student is sometimes able to subtract 3-digit numbers with or without regrouping.</p> <p>-Student is sometimes able to use rounding to estimate differences</p>	<p>-Student uses mental math to subtract multiples of 100 from 3-digit numbers.</p> <p>-Student subtracts 3-digit numbers with or without regrouping.</p> <p>-Student uses rounding to estimate differences</p>	<p>-Student uses mental math to add multiples of 100 to 4-digit numbers.</p> <p>-Student uses mental math to subtract multiples of 100 from 4-digit numbers.</p> <p>-Student adds and subtracts 4-digit numbers.</p>

Solves word problems using add/sub within 100 - ***We may need to remove "within 100"

Marking Period	1	2	3	4
1	-Student is unable or rarely able to solve addition and subtraction word problems using single digit numbers.	-Student is sometimes able to solve addition and subtraction word problems using single digit numbers.	-Student solves addition and subtraction word problems using single digit numbers.	-Student consistently applies and extends strategies to solve complex word problems.
2	-Student is unable or rarely able to solve addition and subtraction word problems using single and 2- digit numbers. -Student is unable or rarely able to solve addition word problems using 3- digit numbers.	-Student is sometimes able to solve addition and subtraction word problems using single and 2- digit numbers. -Student is sometimes able to solve addition word problems using 3- digit numbers.	-Student solves addition and subtraction word problems using single and 2- digit numbers. -Student is solves addition word problems using 3- digit numbers.	-Student consistently applies and extends strategies to solve complex word problems.
3	-Student is unable or rarely able to solve subtraction word problems using 3- digit numbers.	-Student is sometimes able to solve subtraction word problems using 3- digit numbers.	-Student solves subtraction word problems using 3- digit numbers.	-Student consistently applies and extends strategies to solve complex word problems.

Displays number sense

Marking Period	1	2	3	4
All	Student rarely or never demonstrates fluidity,	Student sometimes demonstrates fluidity,	Student consistently demonstrates fluidity,	Student consistently demonstrates fluidity, flexibility, and

	flexibility, and understanding when working with numbers	flexibility, and understanding when working with numbers	flexibility, and understanding when working with numbers.	understanding when working with numbers and applies and extends understanding to solve complex and multi-step problems.
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Uses mental math strategies ***Should we take the mental math parts out of the addition/subtraction section?

Marking Period	1	2	3	4
1	-Student is unable or rarely able to use mental math strategies to add and subtract single digit numbers.	-Student is sometimes able to use mental math strategies to add and subtract single digit numbers.	-Student uses mental math strategies to add and subtract single digit numbers.	-Student uses mental math strategies to add multiples of 10 and 100 to 2-digit and 3-digit numbers.
2	-Student is unable or rarely able to use mental math strategies to add and subtract 2-digit numbers. -Student is unable or rarely able to use mental math strategies to add multiples of 10 and 100 to 2-digit and 3-digit numbers. -Student is unable or rarely able to use mental math strategies to subtract multiples of 10 from 2-digit numbers.	-Student sometimes uses mental math strategies to add and subtract 2-digit numbers. -Student sometimes uses mental math strategies to add multiples of 10 and 100 to 2-digit and 3-digit numbers. -Student sometimes uses mental math strategies to subtract multiples of 10 from 2-digit numbers.	-Student uses mental math strategies to add and subtract 2-digit numbers. -Student uses mental math strategies to add multiples of 10 and 100 to 2-digit and 3-digit numbers. -Student is uses mental math strategies to subtract multiples of 10 from 2-digit numbers.	-Student uses mental math strategies to subtract multiples of 10 and 100 from 3-digit numbers.
3	-Student is unable or	-Student sometimes uses	-Student uses mental math	

	rarely able to use mental math strategies to subtract multiples of 10 and 100 from 3-digit numbers.	mental math strategies to subtract multiples of 10 and 100 from 3-digit numbers.	strategies to subtract multiples of 10 and 100 from 3-digit numbers.
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Number and Operation in Base 10

Understands place value using 1's, 10's, 100's. ***Place value is second MP, but some of this falls under the Number Patterns unit

Marking Period	1	2	3	4
1	<p>-Student is unable or rarely able to recognize patterns on a 100's chart.</p> <p>-Student does not use place value to compare and order numbers.</p>	<p>-Student sometimes recognizes patterns on a 100's chart.</p> <p>-Student sometimes uses place value to compare and order numbers.</p>	<p>-Student recognizes patterns on a 100's chart.</p> <p>-Student uses place value to compare and order numbers.</p>	<p>-Student understands the value of ones, tens, and hundreds.</p> <p>-Student uses place value to compare and order 3-digit numbers.</p>
2	<p>-Student does not understand the value of tens and ones in a 2-digit number.</p> <p>-Student is unable or rarely able to understand place value in a 3-digit number.</p> <p>-Student is unable or</p>	<p>-Student sometimes understands the value of tens and ones in a 2-digit number.</p> <p>-Student sometimes understands place value in a 3-digit number.</p> <p>-Student sometimes compares and orders</p>	<p>-Student understands the value of tens and ones in a 2-digit number.</p> <p>-Student understands place value in a 3-digit number.</p> <p>-Student compares and orders numbers up to 3-</p>	<p>-Student understands place value in a 4-digit number.</p> <p>-Student compares and orders numbers 4-digits and larger.</p>

	<p>rarely able to compare and order numbers up to 3-digits.</p> <p>-Student is unable or rarely able to read and write numbers to 1,000 using base ten numerals, number words, and expanded form.</p> <p>-Student is unable or rarely able to identify patterns to solve problems.</p>	<p>numbers up to 3-digits.</p> <p>-Student is sometimes able to read and write numbers to 1,000 using base ten numerals, number words, and expanded form.</p> <p>-Student is sometimes able to identify patterns to solve problems.</p>	<p>digits.</p> <p>-Student reads and writes numbers to 1,000 using base ten numerals, number words, and expanded form.</p> <p>-Student identifies patterns to solve problems</p>	
3	<p>-Student does not understand the value of tens and ones in a 2-digit number.</p> <p>-Student is unable or rarely able to understand place value in a 3-digit number.</p> <p>-Student is unable or rarely able to compare and order numbers up to 3-digits.</p> <p>-Student is unable or rarely able to read and write numbers to 1,000</p>	<p>-Student sometimes understands the value of tens and ones in a 2-digit number.</p> <p>-Student sometimes understands place value in a 3-digit number.</p> <p>-Student sometimes compares and orders numbers up to 3-digits.</p> <p>-Student is sometimes able to read and write numbers to 1,000 using base ten numerals, number words, and expanded form.</p>	<p>-Student understands the value of tens and ones in a 2-digit number.</p> <p>-Student understands place value in a 3-digit number.</p> <p>-Student compares and orders numbers up to 3-digits.</p> <p>-Student reads and writes numbers to 1,000 using base ten numerals, number words, and expanded form.</p>	<p>-Student understands place value in a 4-digit number.</p> <p>-Student compares and orders numbers 4-digits and larger.</p>

	<p>using base ten numerals, number words, and expanded form.</p> <p>-Student is unable or rarely able to identify patterns to solve problems.</p>	<p>-Student is sometimes able to identify patterns to solve problems.</p>	<p>-Student identifies patterns to solve problems</p>
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Uses number relations $<$, $>$, $=$

Marking Period	1	2	3	4
1	-Student is unable or rarely able to use $<$, $>$, $=$ to compare single digit numbers.	-Student is sometimes able to use $<$, $>$, $=$ to compare single digit numbers.	-Student uses $<$, $>$, $=$ to compare single digit numbers.	-Student uses $<$, $>$, $=$ to compare 2-digit and 3-digit numbers.
2	-Student is unable or rarely able to use $<$, $>$, $=$ to compare 2-digit and 3-digit numbers.	-Student is sometimes able to use $<$, $>$, $=$ to compare 2-digit and 3-digit numbers.	-Student uses $<$, $>$, $=$ to compare 2-digit and 3-digit numbers.	-Student uses $<$, $>$, $=$ to compare 3-digit and 4-digit numbers.
3	-Student is unable or rarely able to use $<$, $>$, $=$ to compare 3-digit numbers.	-Student is sometimes able to use $<$, $>$, $=$ to compare 3-digit numbers.	-Student uses $<$, $>$, $=$ to compare 3-digit numbers.	-Student uses $<$, $>$, $=$ to compare 3-digit and 4-digit numbers.

Uses place value to add and subtract

Marking Period	1	2	3	4
1				
2	<p>-Student is unable or rarely able to use place value strategies including regrouping to add and subtract 2-digit numbers.</p> <p>-Student is unable or rarely able to use place value strategies including regrouping to add 3-digit numbers.</p>	<p>-Student sometimes uses place value strategies including regrouping to add and subtract 2-digit numbers.</p> <p>-Student sometimes uses place value strategies including regrouping to add 3-digit numbers.</p>	<p>-Student uses place value strategies including regrouping to add and subtract 2-digit numbers.</p> <p>-Student uses place value strategies including regrouping to add 3-digit numbers.</p>	<p>-Student uses place value strategies including regrouping to add 4-digit numbers.</p>
3	<p>-Student is unable or rarely able to use place value strategies including regrouping to subtract 3-digit numbers.</p>	<p>-Student sometimes uses place value strategies including regrouping to subtract 3-digit numbers.</p>	<p>-Student uses place value strategies including regrouping to subtract 3-digit numbers.</p>	<p>-Student uses place value strategies including regrouping to subtract 4-digit numbers.</p>

Measurement and Data

Estimates, measures and compares lengths

Marking Period	1	2	3	4
1				
2				
3	<p>-Student is unable or rarely able to measure with standard units.</p> <p>-Student is unable or</p>	<p>-Student is sometimes able to measure with standard units.</p> <p>-Student is sometimes able</p>	<p>-Student measures with standard units.</p> <p>-Student partitions a</p>	

	rarely able to partition a rectangle into equal squares and count to find area.	to partition a rectangle into equal squares and count to find area.	rectangle into equal squares and counts to find area.
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Solves word problems using length

Marking Period	1	2	3	4
1				
2				
3	-Student is unable or rarely able to compare lengths to solve word problems.	-Student sometimes compares lengths to solve word problems.	-Student compares lengths to solve word problems.	-Student applies and extends strategies to solve complex problems.

Reads analog and digital clocks

Marking Period	1	2	3	4
All	-Student is unable or rarely able to tell time on a digital clock. -Student is unable or rarely able to tell time on an analog clock in 5, 15, and 30 minute	-Student sometimes tells time on a digital clock. -Student sometimes tells time on an analog clock in 5, 15, and 30 minute increments.	-Student tells time on a digital clock. -Student tells time on an analog clock in 5, 15, and 30 minute increments.	-Student tells time on an analog clock in one minute increments. -Student solves complex and multi-step word problems involving the passage of time.

	increments. -Student is unable or rarely able to solve word problems involving the passage of time.	-Student is sometimes able to solve word problems involving the passage of time.	-Student solves word problems involving the passage of time.
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Accurately counts coins (still being revised)

Trimester	1	2	3	4
1				
2				
3				

Solves word problems involving money

Marking Period	1	2	3	4
1	-Student is unable or rarely able to identify the value of a group of pennies, nickels, dimes, and quarters -Student is unable or rarely able to represent the same amount of money using different combinations of coins/bills. -Student is unable or	-Student can sometimes identify the value of a group of pennies, nickels, dimes, and quarters -Student can sometimes represent the same amount of money using different combinations of coins/bills. -Student can sometimes count combinations of	-Student can identify the value of a group of pennies, nickels, dimes, and quarters -Student can represent the same amount of money using different combinations of coins/bills. -Student can count combinations of dollar bills and coins.	-Student understands the decimal equivalent of the coins.

	<p>rarely able to count combinations of dollar bills and coins.</p> <p>-Student is unable or rarely able to solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>dollar bills and coins.</p> <p>-Student can sometimes solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student can solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	
<p>2</p>	<p>-Student is unable or rarely able to identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student is unable or rarely able to represent the same amount of money using different combinations of coins/bills.</p> <p>-Student is unable or rarely able to count combinations of dollar bills and coins.</p> <p>-Student is unable or rarely able to solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student can sometimes identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student can sometimes represent the same amount of money using different combinations of coins/bills.</p> <p>-Student can sometimes count combinations of dollar bills and coins.</p> <p>-Student can sometimes solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student can identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student can represent the same amount of money using different combinations of coins/bills.</p> <p>-Student can count combinations of dollar bills and coins.</p> <p>-Student can solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student understands the decimal equivalent of the coins.</p>

3	<p>-Student is unable or rarely able to identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student is unable or rarely able to represent the same amount of money using different combinations of coins/bills.</p> <p>-Student is unable or rarely able to count combinations of dollar bills and coins.</p> <p>-Student is unable or rarely able to solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student can sometimes identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student can sometimes represent the same amount of money using different combinations of coins/bills.</p> <p>-Student can sometimes count combinations of dollar bills and coins.</p> <p>-Student can sometimes solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student can identify the value of a group of pennies, nickels, dimes, and quarters</p> <p>-Student can represent the same amount of money using different combinations of coins/bills.</p> <p>-Student can count combinations of dollar bills and coins.</p> <p>-Student can solve word problems involving coins and bills, using dollar and cents signs appropriately.</p>	<p>-Student understands the decimal equivalent of the coins.</p>
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Uses charts and graphs to represent data

Marking Period	1	2	3	4
1				
2				
3	-Student is unable or rarely able to organize	-Student sometimes organizes data by making	-Student organizes data by making a tally chart,	

	<p>data by making a tally chart, pictograph, and bar graph.</p> <p>-Student is unable or rarely able to answer questions and solve problems using data in a chart or graph.</p>	<p>a tally chart, pictograph, and bar graph.</p> <p>-Student is sometimes able to answer questions and solve problems using data in a chart or graph.</p>	<p>pictograph, and bar graph.</p> <p>-Student answers questions and solves problems using data in a chart or graph.</p>
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Geometry

Recognizes/draws shapes having specified attributes

Marking Period	1	2	3	4
1				
2				
3	<p>-Student is unable or rarely able to recognize and draw shapes having specified attributes.</p> <p>-Student is unable or rarely able to describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</p>	<p>-Student sometimes recognizes and draws shapes having specified attributes.</p> <p>-Student is sometimes able to describe, classify, and analyze the attributes of 2- and 3-dimensional objects.</p>	<p>-Student draws shapes having specified attributes.</p> <p>-Student describes, classifies, and analyzes the attributes of 2- and 3-dimensional objects</p>	

Partitions and labels fractional parts of a whole (1/2, 1/3, 1/4)

Marking	1	2	3	4
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Period				
1				
2				
3	<p>-Student does not understand that a fraction describes a division of a whole into equal parts.</p> <p>-Student is unable or rarely able to partition rectangles into same size squares.</p> <p>-Student is unable or rarely able to label fractional parts of a whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).</p>	<p>-Student sometimes understands that a fraction describes a division of a whole into equal parts.</p> <p>-Student is sometimes able to partition rectangles into same size squares.</p> <p>-Student is sometimes able to label fractional parts of a whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).</p>	<p>-Student understands that a fraction describes a division of a whole into equal parts.</p> <p>-Student partitions rectangles into same size squares.</p> <p>-Student can label fractional parts of a whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$).</p>	<p>-Student consistently compares and orders fractions.</p>

Still being revised: Accurately counts coins; informational writing; adds details to writing;

