

GRADE 1 STANDARDS BASED REPORT CARD RUBRIC

Students receive an overall achievement grade (ES, MS, PS, BP, I, NA) for each proficiency area.

Each domain is graded according to the rubric below:

ES	MS	PS	BP	I	NA
Exceeds Standard	Meets Standard	Progressing Towards Standard	Beginning to Progress Towards Standard	Insufficient Progress Towards Standard	Progress Not Assessed At This Time

Students receive an Outstanding, Satisfactory, Improvement Needed for each sub-skill within a given domain.

Each separate indicator is scored with a: +, =, or - (according to the rubric below):

RUBRIC		
Outstanding +	Satisfactory =	Improvement Needed -

PHONEMIC AWARENESS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates expected phonics skills	<p>Consistently and independently:</p> <ul style="list-style-type: none"> Orally produces single-syllable words by blending sounds Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words Segments spoken single-syllable words into their complete sequence of individual sounds <p>T2 & T3:</p> <ul style="list-style-type: none"> Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word <p>T3:</p> <ul style="list-style-type: none"> Distinguishes between long and short vowels in single and multisyllabic words 	<p>Consistently:</p> <ul style="list-style-type: none"> Orally produces single-syllable words by blending sounds Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words Segments spoken single-syllable words into their complete sequence of individual sound <p>T2 & T3:</p> <ul style="list-style-type: none"> Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word <p>T3:</p> <ul style="list-style-type: none"> Distinguishes between long and short vowels in single syllable words 	<p>Beginning to or rarely:</p> <ul style="list-style-type: none"> Orally produces single-syllable words by blending sounds Isolates and pronounces initial, medial vowel, and final sounds in spoken single syllable words Segments spoken single-syllable words into their complete sequence of individual sounds <p>T2 & T3:</p> <ul style="list-style-type: none"> Demonstrates knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word <p>T3:</p> <ul style="list-style-type: none"> Distinguishes between long and short vowels in single syllable words
Decodes unknown words using phonics skills taught	<ul style="list-style-type: none"> Consistently and independently decodes nonsense words and real words with accuracy <p>T2 & T3:</p> <ul style="list-style-type: none"> Can consistently and independently decode nonsense words and real words using phonics skills taught with accuracy including consonant blends, digraphs, vowel teams, and suffixes 	<ul style="list-style-type: none"> Consistently and with support decodes nonsense words and real words with accuracy <p>T2 & T3:</p> <ul style="list-style-type: none"> Can consistently and with some support decode nonsense words and real words using phonics skills taught including consonant blends, digraphs, vowel teams, and suffixes 	<ul style="list-style-type: none"> Has difficulty and needs support when decoding nonsense words and real words with accuracy <p>T2 & T3:</p> <ul style="list-style-type: none"> Consistently needs support when decoding nonsense words and real words using phonics skills taught including consonant blends, digraphs, vowel teams, and suffixes

Encodes unknown words using phonics skills taught	<ul style="list-style-type: none">● Consistently masters Foundations written skill assessments with 100% accuracy most of the time	<ul style="list-style-type: none">● Consistently performs at a satisfactory level on Foundations written assessments with at least 75% accuracy.	<ul style="list-style-type: none">● Inconsistent performance on written Foundations assessments often scoring below 75% accuracy
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READING & COMPREHENSION PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates understanding of concepts about print	<p>Student consistently recognizes concepts of print such as:</p> <ul style="list-style-type: none"> ● Tracking print from page to page with fluidity ● Recognizing the distinguishing features of a sentence (first word, capitalization, and punctuation marks) ● Identifying the beginning and end of the story ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover ● Identifying and utilizing the Table of Contents 	<p>Student consistently recognizes concepts of print such as:</p> <ul style="list-style-type: none"> ● Tracking print from page to page with fluidity ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Identifying the beginning and end of the story <p>T3:</p> <ul style="list-style-type: none"> ● Recognizing the distinguishing features of a sentence (first word, capitalization, and punctuation marks) ● Identifying and utilizing the Table of Contents 	<p>Student is beginning to, sometimes or with support recognizes concepts of print such as:</p> <ul style="list-style-type: none"> ● Tracking print from page to page with fluidity ● Demonstrating how to hold the book correctly ● Identifying the title, author and illustrator ● Identifying the front and back cover <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Identifying the beginning and end of the story <p>T3:</p> <ul style="list-style-type: none"> ● Recognizing the distinguishing features of a sentence (first word, capitalization, and punctuation marks) ● Identifying and utilizing the Table of Contents
Monitors and self corrects using strategies with flexibility	<p>Student consistently and independently monitors comprehension and self-corrects above grade level texts using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Substitutions make sense 	<p>Student consistently and independently monitors comprehension and self-corrects using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Substitutions make sense 	<p>Student is beginning to or needs support to monitor their comprehension, and self correct, using a variety of reading strategies such as:</p> <ul style="list-style-type: none"> ● Picture clues ● Context clues ● Phonics skills ● Rereading/reading on ● Substitutions make sense

<p>Reads grade level text for meaning and responds to text</p>	<p>Student reading above the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 1B <p>T2:</p> <ul style="list-style-type: none"> ● 2B <p>T3:</p> <ul style="list-style-type: none"> ● 1R 	<p>Student reading within the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 2G - 1B <p>T2:</p> <ul style="list-style-type: none"> ● 1B - 2B <p>T3:</p> <ul style="list-style-type: none"> ● 2B - 1R 	<p>Student reading below the following ARC independent reading level(s):</p> <p>T1:</p> <ul style="list-style-type: none"> ● 2G <p>T2:</p> <ul style="list-style-type: none"> ● 1B <p>T3:</p> <ul style="list-style-type: none"> ● 2B
<p>Retells stories in a logical order</p>	<p>Without prompting student can:</p> <ul style="list-style-type: none"> ● Identify characters ● Identify setting ● Identify most important events in a text ● Sequence the events in a logical order (B, M, E) 	<p>With little prompting student can:</p> <ul style="list-style-type: none"> ● Identify characters ● Identify setting ● Identify most major events in a text 	<p>With prompting and direct questions student can:</p> <ul style="list-style-type: none"> ● Identify some characters ● Identify setting ● Identify some details/events in a text
<p>Identifies story elements in text</p>	<p>Without prompting student can:</p> <ul style="list-style-type: none"> ● Use key details to describe the characters and the setting ● Identify the major events ● Identify the problem and solution <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Identify author's purpose ● Identify cause and effect 	<p>With little or no prompting student can:</p> <ul style="list-style-type: none"> ● Use key details to describe the characters and the setting ● Identify the problem and solution <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Identify author's purpose ● Identify cause and effect 	<p>With prompting and direct questions student can sometimes:</p> <ul style="list-style-type: none"> ● Use key details to describe the characters and the setting ● Identify the problem and solution <p>T2 & T3:</p> <ul style="list-style-type: none"> ● Identify author's purpose ● Identify cause and effect
<p>Recognizes expected high frequency words</p>	<p>Student consistently recognizes:</p> <ul style="list-style-type: none"> ● above grade level high frequency words in isolation and in context ● above grade level Foundations trick words in isolation and in context 	<p>Student recognizes:</p> <ul style="list-style-type: none"> ● 80-100% of high frequency words taught to date ● 80-100% of Foundations trick words taught to date 	<p>Student recognizes:</p> <ul style="list-style-type: none"> ● less than 80% of high frequency words taught to date ● less than 80% of Foundations trick words taught to date

FLUENCY PROFICIENCY

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
<p>Reads on grade level text fluently with appropriate phrasing and reading rate</p>	<p>T2:</p> <ul style="list-style-type: none"> ● Student can read 31+ words correct per minute in a text that is on grade level <p>T3:</p> <ul style="list-style-type: none"> ● Student can read 61+ words per minute in a text that is on grade level 	<p>T2:</p> <ul style="list-style-type: none"> ● Student can read 21- 30 words correct per minute in a text that is on grade level <p>T3:</p> <ul style="list-style-type: none"> ● Student can read 46-60 words per minute in a text that is on grade level 	<p>T2:</p> <ul style="list-style-type: none"> ● Student reads 20 words or less correct per minute in a text that is on grade level <p>T3:</p> <ul style="list-style-type: none"> ● Student reads 45 words or less per minute in a text that is on grade level

WRITING & LANGUAGE PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
<p>Uses appropriate mechanics and conventions</p>	<p>Student consistently:</p> <p>T1:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of sentences ● utilizes proper punctuation at the end of sentences ● utilizes lowercase letters <p>T2:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of sentences, I, and names of people ● utilizes proper punctuation at the end of sentences ● utilizes upper and lower case letters appropriately <p>T3:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of a sentence ● capitalizes proper nouns (names, months, titles, holidays) ● utilizes proper punctuation at the end of a sentence ● utilizes upper and lowercase letters appropriately 	<p>Student often:</p> <p>T1:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of sentences ● utilizes proper punctuation at the end of sentences ● utilizes lowercase letters <p>T2:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of sentences, I, and names of people ● utilizes proper punctuation at the end of sentences ● utilizes upper and lower case letters appropriately <p>T3:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of a sentence, I, and names of people ● utilizes proper punctuation at the end of a sentence ● utilizes upper and lowercase letters appropriately 	<p>Student rarely:</p> <p>T1:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of sentences ● utilizes proper punctuation at the end of sentences ● utilizes proper size of letter where needed (Student writes in both upper and lowercase letters in random order. (cAt) <p>T2:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of a sentence, I, and names of people ● utilizes proper punctuation at the end of sentences ● utilizes proper size of letter where needed (Student writes in both upper and lowercase letters in random order. Ex. cat) <p>T3:</p> <ul style="list-style-type: none"> ● capitalizes at the beginning of a sentence, I, and names of people ● utilizes proper punctuation at the end of sentences ● utilizes proper size of letter where needed (Student writes in both upper and lowercase letters in random order. Ex. cAt)

Uses complete sentences to express thoughts and ideas	Student consistently and independently produces and expands complete simple and complex sentences in response to a prompt.	Student consistently and independently produces a complete sentence in response to a prompt.	With support the student sometimes produces a complete sentence in response to a prompt.
Produces and organizes a variety of writing (opinion, informational and narrative) to match purpose and audience.	Student consistently and independently <ul style="list-style-type: none"> ● focuses on a topic ● adds details to strengthen writing 	With guidance and support student can <ul style="list-style-type: none"> ● focus on a topic ● add details to strengthen writing 	With guidance and support, student can rarely <ul style="list-style-type: none"> ● focus on a topic ● add details to strengthen writing
Demonstrates the ability to add details and make corrections	Student can consistently <ul style="list-style-type: none"> ● Add details to writing based on questions and suggestions. ● Edit to make corrections 	With some support the student can <ul style="list-style-type: none"> ● Add details to writing based on questions and suggestions. ● Edit to make corrections 	With guidance and support the student is beginning to <ul style="list-style-type: none"> ● Add details to writing based on questions and suggestions. ● Edit to make corrections
Utilizes grade appropriate grammar	Student can consistently and independently identify and apply in isolation and in the context of a sentence: T1: <ul style="list-style-type: none"> ● singular and plural nouns ● frequently occurring adjectives T2: <ul style="list-style-type: none"> ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives T3: <ul style="list-style-type: none"> ● singular and plural nouns 	Student can consistently and independently identify in isolation and in the context of a sentence: T1: <ul style="list-style-type: none"> ● singular and plural nouns ● frequently occurring adjectives T2: <ul style="list-style-type: none"> ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives T3: <ul style="list-style-type: none"> ● singular and plural nouns ● common and proper nouns 	With guidance and support, the student can sometimes in isolation and in the context of a sentence: T1: <ul style="list-style-type: none"> ● singular and plural nouns ● frequently occurring adjectives T2: <ul style="list-style-type: none"> ● singular and plural nouns ● common and proper nouns ● frequently occurring adjectives T3: <ul style="list-style-type: none"> ● singular and plural nouns ● common and proper nouns

	<ul style="list-style-type: none"> ● common and proper nouns ● frequently occurring adjectives ● verbs 	<ul style="list-style-type: none"> ● frequently occurring adjectives ● verbs 	<ul style="list-style-type: none"> ● frequently occurring adjectives ● verbs
Demonstrate proper usage of spelling	<p>Student consistently:</p> <ul style="list-style-type: none"> ● masters Foundations/ spelling assessments ● applies phonics skills and spelling strategies to their writing 	<p>Student often:</p> <ul style="list-style-type: none"> ● masters Foundations/ spelling assessments ● applies phonics skills and spelling strategies to their writing 	<p>Student:</p> <ul style="list-style-type: none"> ● displays partial or minimal mastery of Foundations/ spelling assessments ● struggles to apply phonics skills and spelling strategies to their writing
Write legibly with appropriate size and spacing	<p>Student consistently produces readable pieces with appropriate:</p> <ul style="list-style-type: none"> ● letter formation ● letter cases ● size ● spacing ● no reversals 	<p>Student consistently produces readable pieces with appropriate:</p> <ul style="list-style-type: none"> ● letter formation ● letter cases ● size ● spacing 	<p>Student displays legible handwriting some of the time, but often uses:</p> <ul style="list-style-type: none"> ● incorrect letter formation ● mixed letter cases ● incorrect spacing ● reversals
Responds to ideas and questions	<p>Student consistently listens critically and responds appropriately to oral communication in a variety of media to deepen understanding using higher order thinking skills</p>	<p>Student consistently listens critically and responds appropriately to oral communication in a variety of media</p>	<p>Student sometimes or seldom listens critically and responds appropriately to oral communication in a variety of media</p>
Acquires and uses grade appropriate vocabulary	<p>Student consistently recognizes and applies grade level appropriate vocabulary through direct instruction, concrete experiences, reading and listening to text read aloud</p>	<p>Student recognizes and understands grade appropriate vocabulary through direct instruction, concrete experiences and listening to text read aloud and sometimes applies it to their writing</p>	<p>With guidance and support, the student is beginning to recognize and understand grade appropriate vocabulary through direct instruction, concrete experiences and listening to text read aloud</p>

MATH: OPERATIONS AND ALGEBRAIC THINKING PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Adds and subtracts using various strategies taught	<p>Student can independently and consistently use strategies taught:</p> <ul style="list-style-type: none"> ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame <p>Student can use strategies to complete advanced level work</p>	<p>With little support student can consistently use strategies taught:</p> <ul style="list-style-type: none"> ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame 	<p>Student has difficulty and needs support applying strategies taught:</p> <ul style="list-style-type: none"> ● Counting on or counting back ● Making a ten to add to 20 ● Using a number line ● Using an open number line ● Using a 10 frame
Represents and solves problems involving addition and subtraction	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> ● counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught. <p>Student can solve advanced Math problems.</p> <p>T2 and T3:</p> <ul style="list-style-type: none"> ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20 	<p>Student consistently:</p> <ul style="list-style-type: none"> ● counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught <p>T2 and T3:</p> <ul style="list-style-type: none"> ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20 	<p>With guidance and support:</p> <ul style="list-style-type: none"> ● student counts forward or backward from any number within 20 to solve addition and subtraction problems using various strategies taught <p>T2 and T3:</p> <ul style="list-style-type: none"> ● Uses addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions ● Solves addition word problems with 3 whole numbers with sums less than or equal to 20

Understands the relationship between addition and subtraction	Student consistently and independently applies the Commutative and Associative properties to add and subtract within 20 (turn-around facts and fact families) Student uses these properties to solve advanced Math work.	Student consistently applies the Commutative and Associative properties to add and subtract within 20 (turn-around facts and fact families)	With guidance and support student applies the Commutative and Associative properties to add and subtract within 20 (turnaround facts and fact families)
Adds fluently within 10	T3: Student consistently adds up to sums of 20 using rote memory	T3: Student consistently adds up to sums of 10 using rote memory	T3: With guidance and support , student adds up to sums of 10 using strategies, such as counting on
Subtracts fluently within 10	T3: Student consistently subtracts within 10 using rote memory	T3: Student consistently: <ul style="list-style-type: none"> ● demonstrates fluency when subtracting within 10 ● uses mental strategies, such as counting on or back, and the relationship between addition and subtraction 	T3: With guidance and support student sometimes: <ul style="list-style-type: none"> ● demonstrates fluency when subtracting within 10 ● uses mental strategies, such as counting on or back, and the relationship between addition and subtraction
Solves addition and subtraction problems by finding the missing number in any position	Student can independently and consistently find the missing number in any position when solving addition and subtraction problems to 20	With little support student can consistently find the missing number in any position when solving addition and subtraction problems to 10	Student has difficulty and needs support finding the missing number in any position when solving addition and subtraction problems to 10

MATH: NUMBER SENSE AND OPERATIONS PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Understands place value	Student independently and consistently composes and decomposes 2-digit numbers to identify the value of the number in the tens and ones place Student applies this skill in advanced level work.	Student consistently composes and decomposes 2- digit numbers to identify the value of the number in the tens and ones place	With guidance and support student sometimes composes and decomposes 2-digit numbers to identify the value of the number in the tens and ones place
Uses place value understanding to add and subtract	T2 and T3: Student can independently and consistently: <ul style="list-style-type: none"> ● Decompose 2-digit numbers as the sum of tens and ones ● Compare 2-digit numbers using <, >, and = symbols ● Use models and strategies to add and subtract 2-digit numbers ● Mentally find ten more or ten less than a number Student can apply place value skills to advanced level work, including 3-digit numbers.	T2 and T3: Student can consistently: <ul style="list-style-type: none"> ● Decompose 2-digit numbers as the sum of tens and ones ● Compare 2-digit numbers using <, >, and = symbols ● Use models and strategies to add and subtract 2-digit numbers ● Mentally find ten more or ten less than a number 	T2 and T3: With guidance and support student can sometimes: <ul style="list-style-type: none"> ● Decompose 2-digit numbers as the sum of tens and ones ● Compare 2-digit numbers using <, >, and = symbols ● Use models and strategies to add and subtract 2-digit numbers ● Mentally find ten more or ten less than a number
Extends counting sequence	T2 and T3: Student independently and consistently: <ul style="list-style-type: none"> ● Counts utilizing written numerals and verbal numbers, starting at any number. and can exceed 120 	T2 and T3: Student consistently: <ul style="list-style-type: none"> ● Counts utilizing written numerals and verbal numbers, starting at any number less than 120 	T2 and T3: Student needs guidance and support to: <ul style="list-style-type: none"> ● Count utilizing written numerals and verbal numbers, starting at any number less than 120

MATH: MEASUREMENT AND DATA PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Tells and writes time	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● tell and write time to the hour and half hour using o'clock and digital notation <p>Student can apply skills in advanced work involving time, such as telling and writing time to the 5 minutes.</p>	<p>T3: Student can consistently:</p> <ul style="list-style-type: none"> ● tell and write time to the hour and half hour using o'clock and digital notation 	<p>T3: With support student can sometimes:</p> <ul style="list-style-type: none"> ● tell and write time to the hour and half hour using o'clock and digital notation
Solves problems involving time	<p>T3: Student can independently and consistently solve all word problems involving time</p>	<p>T3: With little support, student can consistently solve most word problems involving time</p>	<p>T3: Student has difficulty solving word problems involving time and needs support</p>
Represents and interprets data	<p>T2: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data <p>Student can complete advanced work involving data.</p>	<p>T2: With little support, student can consistently:</p> <ul style="list-style-type: none"> ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data 	<p>T2: With guidance and support, student can sometimes:</p> <ul style="list-style-type: none"> ● organize data into categories ● collect and organize information using a picture graph ● Interpret organized data ● solve problems about sets of data
Measures objects using nonstandard units	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● use objects to measure length 	<p>T3: With little support, student can consistently:</p> <ul style="list-style-type: none"> ● use objects to measure length 	<p>T3: Student has difficulty and needs support when:</p> <ul style="list-style-type: none"> ● using objects to measure length

	<ul style="list-style-type: none"> choose an appropriate tool and use it to measure a given object <p>Student can use measurement skills in advanced level work.</p>	<ul style="list-style-type: none"> choose an appropriate tool and use it to measure a given object 	<ul style="list-style-type: none"> choosing an appropriate tool and use it to measure a given object
Compares and orders objects by length	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> Order objects by length Indirectly compare objects by length Use cubes and other objects to compares lengths and heights of objects <p>Students can use measurement skills in advanced level work.</p>	<p>T3: With little support student can consistently:</p> <ul style="list-style-type: none"> Order objects by length Indirectly compare objects by length Use cubes and other objects to compares lengths and heights of object 	<p>T3: Student has difficulty and needs support when:</p> <ul style="list-style-type: none"> Ordering objects by length Indirectly comparing objects by length Using cubes and other objects to compares lengths and heights of objects

MATH: GEOMETRY PROFICIENCIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Identifies, defines, and composes 2D shapes	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Define 2D shapes by their attributes ● Use materials to build and draw 2D shapes ● Combine 2D shapes to make another 2D shape <p>Student can solve extension/enrichment problems involving 2D shapes.</p>	<p>T3: Student can consistently:</p> <ul style="list-style-type: none"> ● Define 2D shapes by their attributes ● Use materials to build and draw 2D shapes ● Combine 2D shapes to make another 2D shape 	<p>T3: Student has difficulty and needs support when:</p> <ul style="list-style-type: none"> ● Defining 2D shapes by their attributes ● Using materials to build and draw 2D shapes ● Combining 2D shapes to make another 2D shape
Identifies, defines, and composes 3D shapes	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Define 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choose defining attributes of 3D shapes ● Combine 3D shapes to make another 3D shape ● Find differences among various shapes <p>Student can solve extension/enrichment problems involving 3D shapes.</p>	<p>T3: Student can consistently:</p> <ul style="list-style-type: none"> ● Define 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choose defining attributes of 3D shapes ● Combine 3D shapes to make another 3D shape ● Find differences among various shapes 	<p>T3: Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Defining 3D shapes by their number of edges, vertices, and faces or flat surfaces ● Choosing defining attributes of 3D shapes ● Combining 3D shapes to make another 3D shape ● Finding differences among various shapes

<p>Understands equal shares and partitions shapes</p>	<p>T3: Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Determine whether shapes are divided into equal shares ● Divide shapes into 2 and 4 equal shares and use words to describe those shares ● Understand that more shares of the same whole create smaller shares <p>Student can solve extension/enrichment problems involving equal shares.</p>	<p>T3: Student can consistently:</p> <ul style="list-style-type: none"> ● Determine whether shapes are divided into equal shares ● Divide shapes into 2 and 4 equal shares and use words to describe those shares ● Understand that more shares of the same whole create smaller shares 	<p>T3: Student has difficulty and needs support:</p> <ul style="list-style-type: none"> ● Determining whether shapes are divided into equal shares ● Dividing shapes into 2 and 4 equal shares and use words to describe those shares ● Understanding that more shares of the same whole create smaller shares
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SCIENCE

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates content knowledge	<p>Student independently and consistently can:</p> <ul style="list-style-type: none"> ● Make valuable contributions to class discussions ● Complete quality classwork on time <p>Student earns above 90% on his/her summative assessment.</p>	<p>With little support and prompting, student can:</p> <ul style="list-style-type: none"> ● Contribute to class discussions ● Complete necessary classwork <p>Student earns 80-90% on his/her summative assessment.</p>	<p>Student needs support or has difficulty with:</p> <ul style="list-style-type: none"> ● Contributing to class discussions ● Completing necessary classwork <p>Student earns below 80% on his/her summative assessment.</p>
Plans and conducts investigations	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Use tools and materials properly ● Explore concepts at a higher level and complete tasks <p>Student often assumes a leadership role when working cooperatively</p>	<p>Student can consistently:</p> <ul style="list-style-type: none"> ● Use tools and materials properly ● Explore concepts and complete tasks ● Work cooperatively when necessary 	<p>Student needs support or has difficulty when:</p> <ul style="list-style-type: none"> ● Using tools and materials properly ● Exploring concepts and complete tasks ● Working cooperatively when necessary
Collects, analyzes, and shares data	<p>Student can independently and consistently:</p> <ul style="list-style-type: none"> ● Collect data during investigations as needed ● Analyze and interpret the data collected, including higher level questioning. ● Share data in written and/or oral form, as required, often exceeding expectations 	<p>With little support, student can consistently:</p> <ul style="list-style-type: none"> ● Collect data during investigations as needed ● Analyze and interpret the data collected ● Share data in written and/or oral form, as required 	<p>Student needs support or has difficulty when:</p> <ul style="list-style-type: none"> ● Collecting data during investigations as needed ● Analyzing and interpreting the data collected ● Sharing data in written and/or oral form, as required.

SOCIAL STUDIES

SKILL/ STANDARD	OUTSTANDING +	SATISFACTORY =	IMPROVEMENT NEEDED -
Demonstrates content knowledge	Student consistently and independently extends an understanding of the concepts and independently applies them to other learning situations.	Student consistently demonstrates an understanding of the concepts presented.	Student sometimes or rarely demonstrates an understanding of the concepts presented.