

GRADE 2 STANDARDS-BASED REPORT CARD GRADING BENCHMARKS NEW MILFORD PUBLIC SCHOOL DISTRICT

LANGUAGE ARTS/LITERACY Reading

Reads on grade level

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Student is reading at Level G or below.	Student is reading at Level H or I.	Student is reading at Level J, K, or L.	Student is reading at Level M or above.
2	Student is reading at Level I or below.	Student is reading at Level J or K.	Student is reading at Level L or M.	Student is reading at Level N or above.
3	Student is reading at Level J or below.	Student is reading at Level K or L.	Student is reading at Level M.	Student is reading at Level N or above.

Applies phonics/word analysis skills

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • apply grade-level phonics or word analysis skills in decoding words; • know spelling-sound correspondences for common vowel teams; • decode regularly spelled two-syllable words with long vowels; or • decode words with common prefixes and suffixes. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding words; • knows spelling-sound correspondences for common vowel teams; • decodes regularly spelled two-syllable words with long vowels; and • decodes words with common prefixes and suffixes. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding words; • knows spelling-sound correspondences for common vowel teams; • decodes regularly spelled two-syllable words with long vowels; and • decodes words with common prefixes and suffixes. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • knows and applies above-grade-level phonics and word analysis skills in decoding words; • knows spelling-sound correspondences for common vowel teams; • decodes regularly spelled two-syllable words with long vowels; • decodes words with common prefixes and suffixes; • identifies words with inconsistent but common spelling-sound correspondences; and • recognizes and reads grade-appropriate irregularly spelled words.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • apply grade-level phonics or word analysis skills in decoding words; • know spelling-sound correspondences for common vowel teams; • decode regularly spelled two-syllable words with long vowels; 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding words; • knows spelling-sound correspondences for common vowel teams; • decodes regularly spelled two-syllable words with long vowels; 	<p>Student consistently:</p> <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding words; • knows spelling-sound correspondences for common vowel teams; • decodes regularly spelled two-syllable words with long vowels; 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • knows and applies above-grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words.
3	<ul style="list-style-type: none"> • decode words with common prefixes and suffixes; • identify words with inconsistent but common spelling-sound correspondences; or • recognize or read grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • decodes words with common prefixes and suffixes; • identifies words with inconsistent but common spelling-sound correspondences; and • recognizes and reads grade-appropriate irregularly spelled words. 	<ul style="list-style-type: none"> • decodes words with common prefixes and suffixes; • identifies words with inconsistent but common spelling-sound correspondences; and • recognizes and reads grade-appropriate irregularly spelled words. 	

Reads with accuracy and fluency to support comprehension

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Student is unable or rarely able to read text with purpose and understanding and: <ul style="list-style-type: none"> reads slowly and laboriously; reads word-by-word, with long pauses between words; reads in a monotone voice, with no variation to tone, pitch, and volume to reflect the meaning of the text; and frequently hesitates while reading and repeats words or phrases. 	Student sometimes reads text with purpose and understanding and: <ul style="list-style-type: none"> reads grade-level text with purpose and understanding; moves through text with some slow-downs, stops, and pauses to solve words; reads in two or three word phrases, putting words together in groups to begin making meaning of language; varies voice in tone, pitch, and volume; notices punctuation and the way print is organized on the page; emphasizes particular words; and uses context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Student consistently: <ul style="list-style-type: none"> reads grade-level text with purpose and understanding; moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>); puts words together in groups to represent meaningful units of language (<i>phrasing</i>); varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>); uses punctuation and the way print is organized on the page (<i>pausing</i>); emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and uses context to confirm or self-correct word recognition and understanding, rereading as necessary. 	Student consistently and independently: <ul style="list-style-type: none"> reads above-grade-level text with purpose and understanding; reads above-grade-level prose and poetry orally with accuracy, rate, and expression; moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>); puts words together in groups to represent meaningful units of language (<i>phrasing</i>); varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>); uses punctuation and the way print is organized on the page (<i>pausing</i>); emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and uses context to confirm or self-correct word recognition and understanding, rereading as necessary.
2				
3				

Demonstrates comprehension of texts

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> demonstrate a literal understanding of stories or informational texts; ask or answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, or <i>how</i> to demonstrate understanding of key details in a text; 	With support, student sometimes: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; asks and answers such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text; recounts stories and determines their central message/theme, lesson, or moral; describes how characters in a story respond to major events and challenges using key details; identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; and describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	Student consistently: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; asks and answers such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text; recounts stories and determines their central message/theme, lesson, or moral; describes how characters in a story respond to major events and challenges using key details; identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; and describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> demonstrates a strong literal understanding of stories and informational texts; asks and answers questions, and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; recounts stories and determines the central message/theme, lesson, or moral and explains how it is revealed through key details in the text; describes the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the plot; determines the main idea of a text, recounts the key details and explains how they support the main idea; and describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
2	<ul style="list-style-type: none"> recounts stories or determine their central message/theme, lesson, or moral; describe how characters in a story respond to major events or challenges using key details; identify the main topic of a multiparagraph text; or describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 			
3				

Demonstrates higher level thinking skills (inference/analysis/synthesis/compare-contrast)

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> infer basic story elements using pictures and/or words; describe how words or phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm in a story or poem; 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> infers story elements, including character feelings, setting, etc., using pictures and/or words; describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm in a story or poem; 	<p>Student consistently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song; 	<p>In above-grade-level texts, student consistently and independently:</p> <ul style="list-style-type: none"> infers story elements, including character traits, feelings, setting, etc., using pictures and/or words; determines the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language;
2	<ul style="list-style-type: none"> describe the overall structure of a story, including how the beginning introduces the story or the ending concludes the action; acknowledge points of view of characters; or 	<ul style="list-style-type: none"> describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action; acknowledges points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud; and 	<ul style="list-style-type: none"> describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action; acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud; and 	<ul style="list-style-type: none"> refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; distinguishes their own point of view from that of the narrator or those of the characters; and
3	<ul style="list-style-type: none"> compare more versions of the same story (e.g., Cinderella stories) by different authors. 	<ul style="list-style-type: none"> compares more versions of the same story (e.g., Cinderella stories) by different authors. 	<ul style="list-style-type: none"> compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. 	<ul style="list-style-type: none"> compares, contrasts and reflects on the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Writing

Communicates ideas and information effectively

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to write narratives by recounting an event or short sequence of events, including details, or providing a sense of closure.	With support, student sometimes writes narratives by recounting an event or short sequence of events, including details, using temporal words to signal event order, and providing a sense of closure.	Student consistently writes narratives by recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure.	Student consistently and independently writes narratives by establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> write narratives by recounting an event or short sequence of events, including details, or providing a sense of closure; or write informative/explanatory texts by introducing a topic, using facts to develop points, or providing a conclusion. 	With support, student sometimes: <ul style="list-style-type: none"> writes narratives by recounting an event or short sequence of events, including details, using temporal words to signal event order, and providing a sense of closure; and writes informative/explanatory texts by introducing a topic, using facts to develop points, and providing a conclusion. 	Student consistently: <ul style="list-style-type: none"> writes narratives by recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure; and writes informative/explanatory texts by introducing a topic, using evidence-based facts and definitions to develop points, and providing a conclusion. 	Student consistently and independently: <ul style="list-style-type: none"> writes narratives by establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure; and writes informative/explanatory texts by introducing a topic and grouping related information together; including text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension, developing the topic with facts, definitions, and details, using linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and providing a conclusion.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> write narratives by recounting an event or short sequence of events, including details, or providing a sense of closure; write informative/explanatory texts by introducing a topic, using facts to develop points, or providing a conclusion; or write opinion pieces by introducing the topic or the name of a book; stating an opinion, supplying reasons, or providing a conclusion. 	With support, student sometimes: <ul style="list-style-type: none"> writes narratives by recounting an event or short sequence of events, including details, using temporal words to signal event order, and providing a sense of closure; writes informative/explanatory texts by introducing a topic, using facts to develop points, and providing a conclusion; and writes opinion pieces by introducing the topic or the name of a book; stating an opinion, supplying reasons that support the opinion, and providing a conclusion. 	Student consistently: <ul style="list-style-type: none"> writes narratives by recounting a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure; writes informative/explanatory texts by introducing a topic, using evidence-based facts and definitions to develop points, and providing a conclusion; and writes opinion pieces by introducing the topic or the name of a book; stating an opinion, supplying reasons that support the opinion, using linking words (e.g., because, and, also) to connect opinions and reasons, and providing a conclusion. 	Student consistently and independently: <ul style="list-style-type: none"> writes narratives by establishing a situation and introducing a narrator and/or characters, organizing an event sequence that unfolds naturally, using dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, using temporal words and phrases to signal event order, and providing a sense of closure; writes informative/explanatory texts by introducing a topic and grouping related information together; including text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension, developing the topic with facts, definitions, and details, using linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information, and providing a conclusion; and writes opinion pieces by introducing the topic or a text, stating an opinion, creating an organizational structure that lists reasons, providing reasons that support the opinion, using linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons, and providing a conclusion.

Focuses on a topic and adds details to strengthen writing

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable to rarely able to: <ul style="list-style-type: none"> focus on a topic, respond to questions or suggestions from teacher or peers, or add details; or 	With support, student sometimes: <ul style="list-style-type: none"> focuses on a topic, responds to questions and suggestions from peers, and adds details; and uses elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts). 	Student consistently: <ul style="list-style-type: none"> focuses on a topic, responds to questions and suggestions from peers and self-reflection, and adds details to strengthen writing and ideas as needed; and uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts). 	Student consistently and independently: <ul style="list-style-type: none"> focuses on a topic, responds to questions and suggestions from peers and self-reflection, and adds details to strengthen writing and ideas as needed; and uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, and reasons).
2	<ul style="list-style-type: none"> use elaboration strategies (e.g., character description, setting description, information, details, or facts). 			
3				

Develops writing by planning, revising, and editing

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> generate ideas/topics for writing; plan for focus/meaning before drafting; consider the overall structure of the writing piece; 	With support, student sometimes: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before and during drafting; considers the overall structure of the writing piece; makes decisions about word choice; uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts); and edits pieces for spelling, grammar and punctuation. 	Student consistently: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before, during, and after drafting; considers the overall structure of the writing piece, making sure the structure matches genre and meaning; makes careful decisions about word choice; uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts); and edits pieces for spelling, grammar and punctuation. 	Student consistently and independently: <ul style="list-style-type: none"> generates ideas/topics for writing; plans for focus/meaning before, during, and after drafting; considers the overall structure of the writing piece, making sure the structure matches genre and meaning; makes careful decisions about word choice; uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, and reasons); and edits pieces for spelling, grammar and punctuation.
2	<ul style="list-style-type: none"> make decisions about word choice; use elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts); or edit pieces for spelling, grammar and punctuation. 			
3				

Participates in shared research and writing projects

Trim	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	Not evaluated at this time.			
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> conduct short research projects based on focus questions; or recall information from experiences or gather information from provided sources. 	With support, student sometimes: <ul style="list-style-type: none"> conducts short research projects based on focus questions; and recalls information from experiences and gathers information from provided sources. 	Student consistently: <ul style="list-style-type: none"> conducts short as well as more sustained research projects based on focus questions and demonstrates understanding of the subject under investigation (e.g., read a number of books on a single topic to produce a report; record science observations); and recalls information from experiences and gathers information from provided sources to answer a question. 	Student consistently and independently: <ul style="list-style-type: none"> conducts short research projects that build knowledge about a topic; and recalls information from experiences, gathers information from print and digital sources, takes brief notes on sources, and sorts evidence into provided categories.

Speaking and Listening

Participates in collaborative conversations

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting support, student is unable or rarely able to: <ul style="list-style-type: none"> participate in conversations with teacher or peers in small groups; follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics or texts under discussion); builds on others' talk in conversations; or ask for clarification or further explanation as needed. 	With support, student sometimes: <ul style="list-style-type: none"> participates in collaborative conversations about grade-level topics and texts with teacher and peers in small groups; follows agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); builds on others' talk in conversations; and asks for clarification and further explanation as needed about the topics and texts under discussion. 	Student consistently: <ul style="list-style-type: none"> participates in collaborative conversations about grade-level topics and texts with teacher and peers in small and larger groups; follows agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); builds on others' talk in conversations by linking their explicit comments to the remarks of others; and asks for clarification and further explanation as needed about the topics and texts under discussion. 	Student consistently and independently: <ul style="list-style-type: none"> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) about <i>above-grade-level topics and texts</i>, building on others' ideas and expressing their own clearly; explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion; follows agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); asks questions to check understanding of information presented, stays on topic, and links comments to the remarks of others; and explains own ideas and understanding in light of the discussion.
2				
3				

Expresses ideas, thoughts, and feelings clearly

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to produce complete sentences in order to provide requested detail or clarification.	With support, student sometimes produces complete sentences when in order to provide requested detail or clarification.	Student consistently produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Student consistently and independently speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
2				
3				

Recounts or described key ideas or details from text read aloud/information presented

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> recount or describe key ideas or details from a text read aloud or information presented orally; or ask or answer questions about what a speaker says in order to clarify comprehension or gather additional information. 	With support, student sometimes: <ul style="list-style-type: none"> recounts or describes key ideas or details from a text read aloud or information presented orally; and asks and answers questions about what a speaker says in order to clarify comprehension or gather additional information. 	Student consistently and independently: <ul style="list-style-type: none"> recounts or describes key ideas or details from a text read aloud or information presented orally or through other media; and asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. 	Student consistently and independently: <ul style="list-style-type: none"> determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally; and asks and answers questions about information from a speaker, offering appropriate elaboration and detail.
2				
3				

Presents information with appropriate facts and relevant details

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> tell a story or recount an experience with facts or details; or add drawing to stories or recounts of experiences to clarify ideas, thoughts, or feelings. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> tells a story or recounts an experience with facts and details; and adds drawing or other visual displays to stories or recounts of experiences to clarify ideas, thoughts, and feelings. 	<p>Student consistently:</p> <ul style="list-style-type: none"> tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences; adds drawing or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings; and uses multimedia. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; and adds visual displays when appropriate to emphasize or enhance certain facts or details; and uses multimedia to demonstrate fluid reading at an understandable pace.
2				
3				

NEW MILFORD

Language

Demonstrates a command of the conventions of grammar and usage

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> use collective nouns (e.g., group); form or use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); or use reflexive pronouns (e.g., myself, ourselves). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); and uses reflexive pronouns (e.g., myself, ourselves). 	<p>Student consistently:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); and uses reflexive pronouns (e.g., myself, ourselves). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); and forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> use collective nouns (e.g., group); form or use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); use reflexive pronouns (e.g., myself, ourselves); or form or use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); and forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>Student consistently:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); and forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); uses adjectives and adverbs, and chooses between them depending on what is to be modified; and produces, expands, and rearranges complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> use collective nouns (e.g., group); form or use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); use reflexive pronouns (e.g., myself, ourselves); form or use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); use adjectives or adverbs, or choose between them depending on what is to be modified; or produce, expand, or rearrange complete simple or compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); uses adjectives and adverbs, and chooses between them depending on what is to be modified; and produces, expands, and rearranges complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<p>Student consistently:</p> <ul style="list-style-type: none"> uses collective nouns (e.g., group); forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish); uses reflexive pronouns (e.g., myself, ourselves); forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told); uses adjectives and adverbs, and chooses between them depending on what is to be modified; and produces, expands, and rearranges complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; forms and uses regular and irregular plural nouns; uses abstract nouns (e.g., <i>childhood</i>); forms and uses regular and irregular verbs; forms and uses the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses; ensures subject-verb and pronoun-antecedent agreement; forms and uses comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified; uses coordinating and subordinating conjunctions; and produces simple, compound, and complex sentences.

Demonstrates a command of the conventions of capitalization, punctuation, and spelling

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • capitalize holidays or geographic names; or • use commas in greetings or closings of letters. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • capitalizes holidays and geographic names; and • uses commas in greetings and closings of letters. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • capitalizes holidays, product names, and geographic names; and • uses commas in greetings and closings of letters. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • capitalizes holidays, product names, and geographic names; • uses commas in greetings and closings of letters; and • uses an apostrophe to form contractions and frequently occurring possessives.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • capitalize holidays or geographic names; • use commas in greetings or closings of letters; or • use an apostrophe to form contractions or frequently occurring possessives. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • capitalizes holidays and geographic names; • uses commas in greetings and closings of letters; and • uses an apostrophe to form contractions and frequently occurring possessives. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • capitalizes holidays, product names, and geographic names; • uses commas in greetings and closings of letters; and • uses an apostrophe to form contractions and frequently occurring possessives. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • capitalizes holidays, product names, and geographic names; • uses commas in greetings and closings of letters; • uses an apostrophe to form contractions and frequently occurring possessives; • generalizes learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); and • consults print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • capitalize holidays or geographic names; • use commas in greetings or closings of letters; • use an apostrophe to form contractions or frequently occurring possessives; • generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); or • consult print resources as needed to check or correct spellings. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • capitalizes holidays and geographic names; • uses commas in greetings and closings of letters; • uses an apostrophe to form contractions and frequently occurring possessives; • generalizes learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); and • consults print resources, including beginning dictionaries, as needed to check and correct spellings. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • capitalizes holidays, product names, and geographic names; • uses commas in greetings and closings of letters; • uses an apostrophe to form contractions and frequently occurring possessives; • generalizes learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); and • consults print and digital resources, including beginning dictionaries, as needed to check and correct spellings. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • capitalizes appropriate words in titles; • uses commas in addresses; • uses commas and quotation marks in dialogue; • forms and uses possessives; • uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>); • uses spelling patterns and generalizations (e.g., <i>word families</i>, <i>position-based spellings</i>, <i>syllable patterns</i>, <i>ending rules</i>, <i>meaningful word parts</i>) in writing words; and • consults reference materials, including beginning dictionaries, as needed to check and correct spellings.

Acquires and uses grade-appropriate vocabulary

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> determine or clarify the meaning of unknown words based on grade-level reading or content; 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown words and phrases based on grade-level reading and content; uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); uses glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases; explores word relationships or nuances in word meanings; identifies real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from an array of strategies; uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases; demonstrates understanding of figurative language, word relationships and nuances in word meanings; identifies real-life connections between words and their use (e.g., describe foods that are spicy or juicy); and distinguishes shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content, choosing flexibly from a range of strategies; uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases demonstrates understanding of figurative language, word relationships and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); and distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
2	<ul style="list-style-type: none"> use sentence-level context as a clue to the meaning of a word or phrase; determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell); 			
3	<ul style="list-style-type: none"> use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional); use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark); use glossaries or beginning dictionaries to determine or clarify the meaning of words; explore word relationships or nuances in word meanings; identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy); or distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl). 			

MATHEMATICS

Represents and solves problems involving addition and subtraction

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to add and subtract within 20 to solve one-step word problems involving situations of putting together and taking apart.	Student sometimes adds and subtracts within 20 to solve one-step word problems involving situations of adding to, taking from, putting together and taking apart.	Student consistently adds and subtracts within 20 to solve one-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all parts.	Student consistently and independently uses addition and subtraction within 100 to solve one-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.
2				
3	With prompting and support, student is able to use addition and subtraction within 100 to solve one-step problems by using drawings and equations with a symbol for the unknown number to represent the problem but answer lacks accuracy.	Student sometimes uses addition and subtraction within 100 to solve one-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.	Student consistently uses addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem.	Student consistently and independently uses addition and subtraction above 100 to solve one- and two-step word problems and writes equations with a symbol for the unknown number to represent the problem.

Adds and subtracts within 20

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to: <ul style="list-style-type: none"> • solve combinations of 10 and doubles facts using tools; and • solve all addition and subtraction within 20 using tools. 	Student sometimes recalls combinations of 10 and doubles facts from memory but cannot yet apply these strategies to solve all addition facts.	Student consistently applies memorized doubles and combination of 10 facts to solve all addition facts.	Student consistently and independently adds and subtracts within 20 efficiently using mental strategies.
2				
3	With prompting and support, student is able to add and subtract within 20 using tools.	Student sometimes adds and subtracts within 20 efficiently using mental strategies.	Student consistently adds and subtracts within 20 from memory.	Student consistently and independently adds and subtracts above 20 from memory.

Works with equal groups of objects to gain foundations for multiplication

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to identify numbers up to 10 as even or odd with the use of manipulatives, pairing objects, or counting them by 2's.	Student sometimes identifies numbers up to 20 as even or odd with the use of manipulatives, pairing objects, or counting them by 2's.	Student consistently identifies numbers up to 20 as even or odd with the use of manipulatives, pairing objects, or counting them by 2's and can write an equation to express an even number as a sum of two equal addends.	Student consistently and independently identifies any number as even or odd using patterns and/or place value.
2				
3	With prompting and support, student is able to: <ul style="list-style-type: none"> • identify numbers up to 20 as even or odd with the use of manipulatives, pairing objects, or counting them by 2's; and • find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns by counting each object. 	Student sometimes: <ul style="list-style-type: none"> • identify numbers up to 20 as even or odd with the use of manipulatives, pairing objects, or counting them by 2's and can write an equation to express an even number as a sum of two equal addends; and • finds the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns but addition equation does not match array. 	Student consistently uses addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Student consistently and independently: <ul style="list-style-type: none"> • identifies any number as even or odd using patterns and/or place value and can write an equation to express an even number as a sum of two equal addends; and • uses addition and multiplication to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; and • writes an equation to express the total as a sum of equal addends and the product of two factors.

Understands place value

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> identify number of tens and ones in a two digit number; count by 1's up to 100 and skip counts by 5s and 10s to at least 100; read and write numbers to at least 100 using base-10 numerals; and identify larger number in a set but cannot write equation using $<$, $>$, or $=$. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> models a 2-digit number using tens and ones; counts by 1's and 10's up to 120 and skip counts by 5s to at least 100; reads and writes numbers to at least 120 using base-10 numerals; and compares numbers less than 100 using $<$, $>$, or $=$. 	<p>Student consistently:</p> <ul style="list-style-type: none"> identifies number of tens and ones in a two digit number and value of digit in each place; counts by 1's past 120 and skip count by 5s and 10s to at least 200; reads and writes numbers to at least 120 using base-10 numerals; and compares numbers less than 100 using $<$, $>$, or $=$. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> represents a 2-digit number using tens and ones different ways; counts by 1's within 1,000 and skip counts by 5s and 10s and 100s; reads and writes numbers to above 120 using base-10 numerals; and compares numbers more than 100 using $<$, $>$, or $=$.
2	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> represent a 2-digit number using tens and ones one way; count by 1s and 100s within 1,000 and skip count by 5s, 10s within 100; and add or subtract 10 from any 2 -digit number using tools. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> represents a 2-digit number using tens and ones different ways; counts by 1s within 1,000 and skip count by 10s and 100s; and adds or subtracts 10 from any 2 or 3-digit number using tools. 	<p>Student consistently:</p> <ul style="list-style-type: none"> represents and recognizes a 2-digit number using tens and ones different ways; counts by 1s within 1,000 and skip count by 5s, 10s and 100s; and mentally adds or subtracts 10 from any 2 or 3-digit number. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> understands that the three digits of a 3-digit number represent amounts of hundreds, tens and ones; and reads and writes numbers to 1,000 using base-10 numerals, number names, and expanded form.
3	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> represent a 3-digit number using hundreds, tens and ones one way; and write numbers to 1,000 using base-10 numerals. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> represents a 3-digit number using hundreds, tens and ones different ways; and writes numbers to 1,000 using base-10 numerals, number names, and expanded form. 	<p>Student consistently:</p> <ul style="list-style-type: none"> represents and recognizes a 3-digit number using hundreds, tens and ones different ways; and reads and write numbers to 1,000 using base-10 numerals, number names, and expanded form. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> understands that the four digits of a 4-digit number represent amounts of thousands, hundreds, tens and ones; and reads and writes numbers above 1,000 using base-10 numerals, number names, and expanded form.

Uses place value understanding and properties of operations to add and subtract

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to: <ul style="list-style-type: none"> use concrete tools to add within 100; identify fact families; and use concrete models to add within 100 when solving “What’s My Rule?” problems. 	Student sometimes: <ul style="list-style-type: none"> adds within 100 using a number grid, number line, or counters but lacks accuracy; writes fact families but does not use them to solve addition and subtraction facts; and uses concrete models to add and subtract within 100 when solving “What’s My Rule?” problems but lacks accuracy. 	Student consistently: <ul style="list-style-type: none"> adds within 100 using a number grid, number line, or counters; writes fact families and uses them to solve addition and subtraction facts; and uses concrete models to add and subtract within 100 when solving “What’s My Rule?” problems. 	Student consistently and independently: <ul style="list-style-type: none"> adds and subtracts numbers within 100 using concrete models, drawings, and strategies based on place value; and understands when adding 3-digit numbers, one adds hundreds and hundreds, tens and tens, ones and ones with or without regrouping.
2	With prompting and support, student is able to: <ul style="list-style-type: none"> add within 100 using a number grid, number line, or counters but lacks accuracy; and use base ten blocks to add without regrouping but may struggle with regrouping. 	Student sometimes: <ul style="list-style-type: none"> adds within 100 using a number grid, number line, or counters; and draws/uses base ten blocks, open number lines and/or uses partial sums to add without regrouping but may struggle with regrouping. 	Student consistently: <ul style="list-style-type: none"> adds and subtracts numbers within 100 using concrete models, drawings, and strategies based on place value; and draws base ten blocks, open number lines and/or uses partial sums to add with or without regrouping. 	Student consistently and independently: <ul style="list-style-type: none"> fluently adds and subtracts numbers within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; and explains why addition and subtraction strategies work using place value and properties of operations.
3	With prompting and support, student is able to: <ul style="list-style-type: none"> adds within 100 using a number grid, number line, or counters; and draws/uses base ten blocks, open number lines and/or uses partial sums to add without regrouping but may struggle with regrouping. 	Student sometimes: <ul style="list-style-type: none"> adds and subtracts numbers within 100 using concrete models, drawings, and strategies based on place value; and draws base ten blocks, open number lines and/or uses partial sums to add with or without regrouping. 	Student consistently: <ul style="list-style-type: none"> fluently adds and subtracts numbers within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; and explains why addition and subtraction strategies work using place value and properties of operations. 	Student consistently and independently: <ul style="list-style-type: none"> fluently adds and subtracts numbers within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; and explains why addition and subtraction strategies work using place value and properties of operations.

Measures and estimates lengths in standard units

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is able to measure the length of an object using inches and centimeters when ruler is placed appropriately for them.	Student sometimes: <ul style="list-style-type: none"> measures the length of an object using inches and centimeters but cannot determine when to use inches or centimeters; and identifies personal references for inches and centimeters. 	Student consistently: <ul style="list-style-type: none"> measures the length of an object by selecting and using inches and centimeters; and estimates lengths using units of inches and centimeters. 	Student consistently and independently: <ul style="list-style-type: none"> measures the length of an object using any point of origin on a ruler besides zero; and estimates lengths using units of inches and centimeters and begins to measure to nearest half inch
3	With prompting and support, student is able to: <ul style="list-style-type: none"> measure the length of an object using tools such as rulers, yardsticks, meter sticks, and measuring tapes but does not select the appropriate tool to measure and lacks accuracy; estimate lengths using units of inches and centimeters; and identify which object is longer or shorter than another. 	Student sometimes: <ul style="list-style-type: none"> measures the length of an object using tools such as rulers, yardsticks, meter sticks, and measuring tapes and selects the appropriate tool to measure; measures the length of an object twice, using length units of different lengths for the two measurements but cannot yet describe how the two measurements relate to the size of the unit chosen; estimates lengths using units of inches and centimeters; and determines how much longer one object is than another when tool is placed appropriately. 	Student consistently: <ul style="list-style-type: none"> measures the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes; measures the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen; estimates lengths using units of inches, feet, centimeters, and meters; and measures to determine how much longer one object is than another. 	Student consistently and independently: <ul style="list-style-type: none"> applies understanding of comparing lengths, estimating, and measuring length of objects by using different units of measurement to measure a crooked path; and determines that it takes fewer iterations to measure something with a larger unit than with a smaller one.

Relates addition and subtraction to length

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to: <ul style="list-style-type: none"> represent from 1 to 20 on a number line but does not equally space numbers; and solve whole-number sums and differences within 20 on a number line diagram but lacks accuracy. 	Student sometimes represents from 1 to 20 on a number line but does not relate the tick marks to the placement of the number.	Student consistently: <ul style="list-style-type: none"> represents from 1 to 20 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...; and solves whole-number sums and differences within 20 on a number line diagram. 	Student consistently and independently: <ul style="list-style-type: none"> represents number above 20 as lengths on a number line; and solves whole-number sums and differences above 20 on a number line diagram.
2	With prompting and support, student is able to: <ul style="list-style-type: none"> uses addition within 100 to solve word problems involving lengths and writes equations with a symbol for the unknown number; and represents whole numbers on a number line but does not equally space numbers. 	Student sometimes: <ul style="list-style-type: none"> uses addition and subtraction within 100 to solve word problems involving lengths and writes equations with a symbol for the unknown number but struggles with comparison word problems; represents whole numbers on a number line but does not relate the tick marks to the placement of the number; and represents whole-number sums and differences within 100 on a number line diagram but movements on a number line does not correlate to the magnitude of the number. 	Student consistently: <ul style="list-style-type: none"> uses addition and subtraction within 100 to solve word problems involving lengths and writes equations with a symbol for the unknown number; represents whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...; and represents whole-number sums and differences within 100 on a number line diagram with movements on a number line correlating to the magnitude of the number. 	Student consistently and independently: <ul style="list-style-type: none"> uses addition and subtraction above 100 to solve word problems involving lengths and writes equations with a symbol for the unknown number to represent the problem; uses number sense and spaces on a number line to determine which decade is closer to a number; and represents whole-number sums and differences above 100 on a number line diagram.
3				

Works with time and money

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to calculate total value of coins using pennies and dimes when value of coins are given.	Student sometimes calculates total value of coins using pennies and dimes but lacks accuracy.	Student consistently calculates total value of coins using pennies and dimes.	Student consistently and independently: calculates total value of coins by grouping coins of lesser value to create a coin of more value.
2	With prompting and support, student is able to: <ul style="list-style-type: none"> tell and write time from analog and digital clocks to the nearest hour, using a.m. and p.m.; and solve word problems involving quarters, dimes, nickels, and pennies to but cannot show exact change up to \$1. 	Student sometimes: <ul style="list-style-type: none"> tells and writes time from analog and digital clocks to the nearest half hour, using a.m. and p.m.; and solves word problems involving quarters, dimes, nickels, and pennies but struggles to find exact change up to \$1. 	Student consistently: <ul style="list-style-type: none"> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Solve word problems involving quarters, dimes, nickels, and pennies to show exact change up to \$1. 	Student consistently and independently: <ul style="list-style-type: none"> Tell and write time from analog and digital clocks to the nearest minute, using a.m. and p.m. Solve word problems involving quarters, dimes, nickels, and pennies to show exact change.
3	With prompting and support, student is able to: <ul style="list-style-type: none"> tell and write time from analog and digital clocks to the nearest half hour, using a.m. and p.m.; and solve word problems involving dollar bills or quarters, dimes, nickels, and pennies; and (but does not know where to place \$ and ¢.) 	Student sometimes: <ul style="list-style-type: none"> tells and writes time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.; and solves addition word problems involving dollar bills, quarters, dimes, nickels, and pennies (but confuses where to place \$ and ¢.) 	Student consistently: <ul style="list-style-type: none"> tells and writes time from analog and digital clocks to the nearest minute, using a.m. and p.m. ; and solves addition and subtraction word problems involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢. 	Student consistently and independently: <ul style="list-style-type: none"> determines elapsed time; and solves word problems with advanced strategies involving dollar bills, quarters, dimes, nickels, and pennies using \$ and ¢.

Represents and interprets data

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	With prompting and support, student is able to interpret a tally chart.	Student sometimes draws a picture graph using a tally chart but does not label picture graph correctly.	Student consistently draws a picture graph using a tally chart.	Student consistently and independently solves simple put together, take-apart, and compare problems using information presented in a tally chart and picture graph.
3	With prompting and support, student is able to: <ul style="list-style-type: none"> make a line plot but it does not represent data set; make a picture graph but it does not represent data set; and solve simple put together problems using information presented in a bar graph. 	Student sometimes: <ul style="list-style-type: none"> measures lengths of several objects to the nearest whole unit but cannot generate a set of data; shows measurements by making a line plot but the horizontal scale is not increasing by 1; draws a picture graph to represent a data set; and solves simple put together and take-apart problems using information presented in a bar graph. 	Student consistently <ul style="list-style-type: none"> generates measurement data by measuring lengths of several objects to the nearest whole unit; shows measurements by making a line plot, where the horizontal scale is marked off in whole-number units; draws a picture graph and a bar graph to represent a data set; and solves simple put together, take-apart, and compare problems using information presented in a bar graph. 	Student consistently and independently generates and answers questions based on a line plot or picture graph.

Reasons with shapes and their attributes

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	Not evaluated at this time.			
3	With prompting and support, student is able to: <ul style="list-style-type: none"> recognize only regular shapes having specified attributes such as triangles, quadrilaterals, pentagons, hexagons, and cubes; count to find the total number of squares in an already partitioned rectangle; partition rectangles into two or four equal shares; and describe the two and four shares and wholes without using precise math language. 	Student sometimes: <ul style="list-style-type: none"> recognizes and draws only regular shapes having specified attributes such as triangles, quadrilaterals, pentagons, hexagons, and cubes; partitions a rectangle into rows and columns of unequal squares and counts to find the total number of them; partitions circles and rectangles into two or four equal shares; describes the two and four shares and wholes using precise math language; and assumes that equal shares of identical wholes have to have the same shape. 	Student consistently: <ul style="list-style-type: none"> recognizes and draws shapes having specified attributes such as triangles, quadrilaterals, pentagons, hexagons, and cubes; partitions a rectangle into rows and columns of same-size squares and counts to find the total number of them; partitions circles and rectangles into two, three, or four equal shares; describes the shares and wholes using precise math language; and recognizes that equal shares of identical wholes need not have the same shape. 	Student consistently and independently: <ul style="list-style-type: none"> recognizes and draws shapes having specified attributes, such as 2-dimensional and 3-dimensional shapes beyond triangles, quadrilaterals, pentagons, hexagons, cube; partitions a rectangle into rows and columns of same-size squares but does not have to count one-by-one to find the total number of them; partitions circles and rectangles into more than four equal shares, describes the shares using the words halves, thirds, half of, a third of, etc., and describes the whole as two halves, three thirds, four fourths, etc.; and recognizes that equal shares of identical wholes need not have the same shape and can explain why the equal shares are equal regardless of shape.