

## GRADE 5 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 P or below.	Student is reading at Level R or S.	Student is reading at Level T.	Student is reading at Level U or above.
2	Student is reading at Level R or below.	Student is reading at Level S or T.	Student is reading at Level U.	Student is reading at Level V or above.
3	Student is reading at Level S or below.	Student is reading at Level T.	Student is reading at Level U or V.	Student is reading at Level W or above.

##### Applies phonics/word analysis skills

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:	With support, student sometimes:	Student consistently:	Student consistently and independently:
2	<ul style="list-style-type: none"> <li>apply grade-level phonics or word analysis skills in decoding or encoding words; or</li> <li>use combined knowledge of letter-sound correspondences or syllabication patterns to read unfamiliar multisyllabic words in context.</li> </ul>	<ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding and encoding words; and</li> <li>uses combined knowledge of letter-sound correspondences and syllabication patterns to read unfamiliar multisyllabic words in context.</li> </ul>	<ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding and encoding words; and</li> <li>uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<ul style="list-style-type: none"> <li>knows and applies above-grade-level phonics and word analysis skills in decoding and encoding words; and</li> <li>uses combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>
3				

##### 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:	Student sometimes reads text with purpose and understanding and:	Student consistently:	Student consistently and independently:
2	<ul style="list-style-type: none"> <li>reads slowly and laboriously;</li> <li>reads word-by-word, with long pauses between words;</li> <li>reads in a monotone voice, with no variation to tone, pitch, and volume to reflect the meaning of the text; and</li> <li>frequently hesitates while reading and repeats words or phrases.</li> </ul>	<ul style="list-style-type: none"> <li>reads grade-level text with purpose and understanding;</li> <li>moves through text with some slow-downs, stops, and pauses to solve words;</li> <li>reads in two or three word phrases, putting words together in groups to begin making meaning of language;</li> <li>varies voice in tone, pitch, and volume;</li> <li>notices punctuation and the way print is organized on the page;</li> <li>emphasizes particular words; and</li> <li>uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>reads grade-level text with purpose and understanding;</li> <li>reads grade-level prose and poetry orally with accuracy, rate, and expression;</li> <li>moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>);</li> <li>puts words together in groups to represent meaningful units of language (<i>phrasing</i>);</li> <li>varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>);</li> <li>uses punctuation and the way print is organized on the page (<i>pausing</i>);</li> <li>emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and</li> <li>uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>reads above-grade-level text with purpose and understanding;</li> <li>reads above-grade-level prose and poetry orally with accuracy, rate, and expression;</li> <li>moves along rapidly with few slow-downs, stops, or long pauses to solve words (<i>rate</i>);</li> <li>puts words together in groups to represent meaningful units of language (<i>phrasing</i>);</li> <li>varies voice in tone, pitch, and volume to reflect the meaning of the text (<i>intonation</i>);</li> <li>uses punctuation and the way print is organized on the page (<i>pausing</i>);</li> <li>emphasizes particular words (louder tone) to reflect meaning (<i>stress</i>); and</li> <li>uses context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
3				

**Demonstrates comprehension of texts, quoting accurately from text when explaining and inferring**

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"> <li>demonstrate a literal understanding of stories or informational texts;</li> <li>quote from a text, or make connections when explaining what the text says explicitly;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>demonstrates a literal understanding of stories and informational texts;</li> <li>quotes accurately from a text, and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text;</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>demonstrates a literal understanding of stories and informational texts;</li> <li>quotes accurately from a text, and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text;</li> </ul>	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> <li>demonstrates a strong literal understanding of stories and informational texts;</li> <li>cites textual evidence and makes relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text;</li> </ul>
2	<ul style="list-style-type: none"> <li>determine the key details in a story, drama or poem to identify the theme or to summarize the text;</li> <li>compare or contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);</li> </ul>	<ul style="list-style-type: none"> <li>determines the key details in a story, drama or poem to identify the theme and to summarize the text;</li> <li>compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);</li> </ul>	<ul style="list-style-type: none"> <li>determines the key details in a story, drama or poem to identify the theme and to summarize the text;</li> <li>compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact);</li> </ul>	<ul style="list-style-type: none"> <li>determines a theme or central idea of a text and how it is conveyed through particular details and provides a summary of the text distinct from personal opinions or judgments;</li> </ul>
3	<ul style="list-style-type: none"> <li>determine two or more main ideas of a text or explain how they are supported by key details or summarize the text; or</li> <li>explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>determines two or more main ideas of a text and explains how they are supported by key details and summarizes the text; and</li> <li>explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>determines two or more main ideas of a text and explains how they are supported by key details and summarizes the text; and</li> <li>explains the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>describes how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution; and</li> <li>analyzes in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</li> </ul>

**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	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>infer story elements, including character traits, feelings, setting, etc.;</li> <li>determine the meaning of words or phrases as they are used in a text;</li> <li>explain how a series of chapters fit together to provide the overall structure of a particular story;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>infers story elements, including character traits, feelings, setting, etc.;</li> <li>determines the meaning of words and phrases as they are used in a text;</li> <li>explains how a series of chapters fit together to provide the overall structure of a particular story;</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>infers story elements, including character traits, feelings, setting, etc.;</li> <li>determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes;</li> </ul>	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> <li>infers story elements, including character traits, feelings, setting, etc.;</li> <li>determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and analyzes the impact of a specific word choice on meaning and tone;</li> </ul>
2	<ul style="list-style-type: none"> <li>describe how a narrator's point of view influences how events are described; or</li> <li>compare similar themes, or patterns of events (e.g., the quest) in stories.</li> </ul>	<ul style="list-style-type: none"> <li>describes how a narrator's point of view influences how events are described; and</li> <li>compares similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories.</li> </ul>	<ul style="list-style-type: none"> <li>explains how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem;</li> <li>describes how a narrator's or speaker's point of view influences how events are described; and</li> </ul>	<ul style="list-style-type: none"> <li>analyzes how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot;</li> </ul>
3			<ul style="list-style-type: none"> <li>compares, contrasts and reflects on the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>explains how an author develops point of view of the narrator or speaker in a text; and</li> <li>compares, contrasts and reflects on texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.</li> </ul>

## Writing

### Communicates ideas and information effectively

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"> <li>• write narratives to develop real or imagined experiences or events by...               <ul style="list-style-type: none"> <li>○ establishing a situation or introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description or pacing to develop experiences or events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, or clauses to manage the sequence of events;</li> <li>○ using concrete words or phrases to convey experiences or events; or</li> <li>○ providing a conclusion.</li> </ul> </li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using technique, details, and event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a situation and introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description and pacing to develop experiences and events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases to convey experiences and events; and</li> <li>○ providing a conclusion.</li> </ul> </li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;</li> <li>○ using a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases and sensory details to convey experiences and events precisely; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events.</li> </ul> </li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters;</li> <li>○ using a variety of transitional words, phrases, and clauses to convey sequence and signal shift from one time frame or setting to another;</li> <li>○ using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events.</li> </ul> </li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events by...               <ul style="list-style-type: none"> <li>○ establishing a situation or introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description or pacing to develop experiences or events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, or clauses to manage the sequence of events;</li> <li>○ using concrete words or phrases to convey experiences or events; or</li> <li>○ providing a conclusion; or</li> </ul> </li> <li>• write informative/explanatory texts to examine a topic or convey ideas or information by...               <ul style="list-style-type: none"> <li>○ introducing a topic to provide a focus or including text features;</li> <li>○ developing the topic with facts, definitions, details, or other information or examples related to the topic;</li> <li>○ linking ideas within paragraphs or sections of information using words, phrases, or clauses (e.g., <i>in contrast, especially</i>);</li> <li>○ using language or domain-specific vocabulary to inform about or explain the topic; or</li> <li>○ providing a conclusion.</li> </ul> </li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using technique, details, and event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a situation and introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description and pacing to develop experiences and events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases to convey experiences and events; and</li> <li>○ providing a conclusion; and</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas and information by...               <ul style="list-style-type: none"> <li>○ introducing a topic to provide a focus and including text features such as heading and illustrations when useful to aiding comprehension;</li> <li>○ developing the topic with facts, definitions, details, or other information and examples related to the topic;</li> <li>○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>);</li> <li>○ using language and domain-specific vocabulary to inform about or explain the topic; and</li> <li>○ providing a conclusion.</li> </ul> </li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;</li> <li>○ using a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases and sensory details to convey experiences and events precisely; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events; and</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas and information clearly by...               <ul style="list-style-type: none"> <li>○ introducing a topic clearly to provide a focus, grouping related information logically, and including text features such as heading, illustrations, and multimedia when useful to aiding comprehension;</li> <li>○ developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>);</li> <li>○ using precise language and domain-specific vocabulary to inform about or explain the topic; and</li> <li>○ providing a conclusion related to the information or explanation presented.</li> </ul> </li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by...               <ul style="list-style-type: none"> <li>○ establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters;</li> <li>○ using a variety of transitional words, phrases, and clauses to convey sequence and signal shift from one time frame or setting to another;</li> <li>○ using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events;</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by...               <ul style="list-style-type: none"> <li>○ introducing a topic and organizing ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension;</li> <li>○ developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>○ using appropriate transitions to clarify the relationships among ideas and concepts;</li> <li>○ using precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>○ establishing and maintaining a formal/academic style, approach, and form; and</li> <li>○ providing a concluding statement or section that follows from the information or explanation presented.</li> </ul> </li> </ul>

<p>3</p>	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• write narratives to develop real or imagined experiences or events by... <ul style="list-style-type: none"> <li>○ establishing a situation or introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description or pacing to develop experiences or events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, or clauses to manage the sequence of events;</li> <li>○ using concrete words or phrases to convey experiences or events; or</li> <li>○ providing a conclusion;</li> </ul> </li> <li>• write informative/explanatory texts to examine a topic or convey ideas or information by... <ul style="list-style-type: none"> <li>○ introducing a topic to provide a focus or including text features;</li> <li>○ developing the topic with facts, definitions, details, or other information or examples related to the topic;</li> <li>○ linking ideas within paragraphs or sections of information using words, phrases, or clauses (e.g., <i>in contrast</i>, <i>especially</i>);</li> <li>○ using language or domain-specific vocabulary to inform about or explain the topic; or</li> <li>○ providing a conclusion; or</li> </ul> </li> <li>• write opinion pieces on topics or texts by... <ul style="list-style-type: none"> <li>○ introducing a topic or text or stating an opinion;</li> <li>○ providing reasons that are supported by facts or details from text(s);</li> <li>○ linking opinion or reasons using words, phrases, or clauses (e.g., <i>consequently</i>, <i>specifically</i>); or</li> <li>○ providing conclusion.</li> </ul> </li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using technique, details, and event sequences, by... <ul style="list-style-type: none"> <li>○ establishing a situation and introducing a narrator and/or characters;</li> <li>○ using narrative techniques, such as description and pacing to develop experiences and events or show the responses of characters to situations;</li> <li>○ using transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases to convey experiences and events; and</li> <li>○ providing a conclusion;</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas and information by... <ul style="list-style-type: none"> <li>○ introducing a topic to provide a focus and including text features such as heading and illustrations when useful to aiding comprehension;</li> <li>○ developing the topic with facts, definitions, details, or other information and examples related to the topic;</li> <li>○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>);</li> <li>○ using language and domain-specific vocabulary to inform about or explain the topic; and</li> <li>○ providing a conclusion; and</li> </ul> </li> <li>• writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... <ul style="list-style-type: none"> <li>○ introducing a topic or text and stating an opinion;</li> <li>○ providing reasons that are supported by facts and details from text(s);</li> <li>○ linking opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>); and</li> <li>○ providing conclusion.</li> </ul> </li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> <li>○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations;</li> <li>○ using a variety of transitional words, phrases, and clauses to manage the sequence of events;</li> <li>○ using concrete words and phrases and sensory details to convey experiences and events precisely; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events;</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... <ul style="list-style-type: none"> <li>○ introducing a topic clearly to provide a focus, grouping related information logically, and including text features such as heading, illustrations, and multimedia when useful to aiding comprehension;</li> <li>○ developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic;</li> <li>○ linking ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>);</li> <li>○ using precise language and domain-specific vocabulary to inform about or explain the topic; and</li> <li>○ providing a conclusion related to the information of explanation presented; and</li> </ul> </li> <li>• writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... <ul style="list-style-type: none"> <li>○ introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are logically grouped to support the writer's purpose;</li> <li>○ providing logically ordered reasons that are supported by facts and details from text(s) and quoting directly from text when appropriate;</li> <li>○ linking opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>); and</li> <li>○ providing a conclusion related to the opinion presented.</li> </ul> </li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> <li>○ establishing a context, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally and logically;</li> <li>○ using narrative techniques, such as dialogue, description, and pacing, to develop experiences, events, and/or characters;</li> <li>○ using a variety of transitional words, phrases, and clauses to convey sequence and signal shift from one time frame or setting to another;</li> <li>○ using precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events; and</li> <li>○ providing a conclusion that follows from the narrated experiences or events;</li> </ul> </li> <li>• writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by... <ul style="list-style-type: none"> <li>○ introducing a topic and organizing ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension;</li> <li>○ developing the topic with relevant facts, definitions, concrete details, quotations, or other information and examples;</li> <li>○ using appropriate transitions to clarify the relationships among ideas and concepts;</li> <li>○ using precise language and domain-specific vocabulary to inform about or explain the topic;</li> <li>○ establishing and maintaining a formal/academic style, approach, and form; and</li> <li>○ providing a concluding statement or section that follows from the information or explanation presented;</li> </ul> </li> <li>• writes arguments to support claims with clear reasons and relevant evidence by... <ul style="list-style-type: none"> <li>○ introducing claim(s) and organizing the reasons and evidence clearly;</li> <li>○ supporting claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</li> <li>○ using words, phrases, and clauses to clarify the relationships among claim(s) and reasons;</li> <li>○ establishing and maintaining a formal/academic style, approach, and form; and</li> <li>○ providing a concluding statement or section that follows from the argument presented.</li> </ul> </li> </ul>
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**Produces writing in which the development and organization are appropriate to purpose and audience**

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 to: <ul style="list-style-type: none"> <li>produce writing to develop events using techniques, details, or event sequences, examine a topic or convey ideas or information, or support a point of view with reasons;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>produces writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas and information, and supports a point of view with reasons;</li> <li>determines text type for a specific task, purpose, and/or audience; and</li> <li>organizes text to task, purpose, and/or audience.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>produces clear and coherent writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas and information, and supports a point of view with reasons and information;</li> <li>determines appropriate text type for a specific task, purpose, and/or audience; and</li> <li>organizes text appropriately to task, purpose, and/or audience.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>produces clear and coherent writing to develop events using techniques, details, and event sequences, examines a topic and convey ideas, concepts, and information, and supports claims with reasons and evidence;</li> <li>determines appropriate text type for a specific task, purpose, and/or audience; and</li> <li>organizes text appropriately to task, purpose, and/or audience.</li> </ul>
2	With prompting and support, student is unable or rarely to: <ul style="list-style-type: none"> <li>determine text type for a specific task, purpose, or audience; or</li> </ul>			
3	With prompting and support, student is unable or rarely to: <ul style="list-style-type: none"> <li>organize text to task, purpose, or audience</li> </ul>			

**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"> <li>generate ideas/topics for writing;</li> <li>plan for focus/meaning before drafting;</li> <li>consider the overall structure of the writing piece;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>generates ideas/topics for writing;</li> <li>plans for focus/meaning before and during drafting;</li> <li>considers the overall structure of the writing piece;</li> <li>makes decisions about word choice;</li> <li>use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, inner thinking, anecdotes, or statistics); and</li> <li>edits pieces for spelling, grammar and punctuation.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>generates ideas/topics for writing;</li> <li>plans for focus/meaning before, during, and after drafting;</li> <li>considers the overall structure of the writing piece, making sure the structure matches genre and meaning;</li> <li>makes careful decisions about word choice;</li> <li>use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, inner thinking, anecdotes, and statistics); and</li> <li>edits pieces for spelling, grammar and punctuation.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>generates ideas/topics for writing;</li> <li>plans for focus/meaning before, during, and after drafting;</li> <li>considers the overall structure of the writing piece, making sure the structure matches genre and meaning;</li> <li>makes careful decisions about word choice;</li> <li>use effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, inner thinking, anecdotes, statistics, and accounts); and</li> <li>edits pieces for spelling, grammar and punctuation.</li> </ul>
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>make decisions about word choice;</li> <li>use elaboration strategies to develop a topic (e.g., character description, setting description, information, details, facts, dialogue, reasons, direct quotations, inner thinking, anecdotes, or statistics); or</li> </ul>			
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>edit pieces for spelling, grammar and punctuation.</li> </ul>			

**Conducts research to build knowledge about a topic**

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"> <li>conduct short research projects that use sources to build knowledge through investigation of a topic;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>conducts short research projects that use sources to build knowledge through investigation of a topic;</li> <li>recalls information from experiences or gathers information from sources, summarizes information in notes and finished work, and provides a list of sources; and</li> <li>draws evidence from literary or informational texts to support research.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>conducts short research projects that use several sources to build knowledge through investigation of different perspectives of a topic;</li> <li>recalls relevant information from experiences or gathers relevant information from print and digital sources, summarizes or paraphrases information in notes and finished work, and provides a list of sources; and</li> <li>draws evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>conducts short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate;</li> <li>gathers relevant information from multiple print and digital sources, assesses the credibility of each source, and quotes or paraphrases the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources; and</li> <li>draws evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>recall information from experiences or gather information from sources, summarize information in notes or finished work, or provide a list of sources; or</li> </ul>			
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>draw evidence from literary or informational texts to support research.</li> </ul>			

## Speaking and Listening

### Engages in a range of collaborative discussions, building on others' ideas and expressing own 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: <ul style="list-style-type: none"> <li>engage in collaborative discussions (one-on-one, in groups, or teacher-led);</li> <li>draw on previously read text or material or other information known about the topic to explore ideas under discussion;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>engages in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts;</li> <li>draws on previously read text or material and other information known about the topic to explore ideas under discussion;</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts, building on others' ideas and expressing their own clearly;</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts, building on others' ideas and expressing their own clearly;</li> </ul>
2	<ul style="list-style-type: none"> <li>follow agreed-upon rules for discussions or carry out assigned roles;</li> <li>pose questions by making comments that contribute to the discussion; or</li> <li>review ideas expressed in light of information or knowledge gained from the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>follows agreed-upon rules for discussions and carries out assigned roles;</li> <li>poses questions by making comments that contribute to the discussion; and</li> <li>reviews ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion;</li> <li>follows agreed-upon rules for discussions and carries out assigned roles;</li> <li>poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others; and</li> <li>reviews key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.</li> </ul>	<ul style="list-style-type: none"> <li>comes to discussions prepared, explicitly draws on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion;</li> <li>follows rules for collegial discussions, sets specific goals and deadlines, and defines individual roles as needed;</li> <li>poses and responds to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion; and</li> <li>reviews the key ideas expressed and demonstrates understanding of multiple perspectives through reflection and paraphrasing.</li> </ul>
3				

### Summarizes 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"> <li>summarize a written text read aloud or information presented; or</li> <li>summarize the points a speaker makes.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>summarizes a written text read aloud or information presented; and</li> <li>summarizes the points a speaker makes.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>summarizes a written text read aloud or information presented in diverse media and formats; and</li> <li>summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>interpret information presented in diverse media and formats and explains how it contributed to a topic, text, or issue under study; and</li> <li>deconstructs a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</li> </ul>
2				
3				

### Presents information with appropriate facts and relevant details to support main ideas or themes

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"> <li>report on a topic or text or present an opinion using appropriate facts or details to support main ideas or themes or speak at an understandable pace; or</li> <li>include multimedia components or visual displays in presentations to enhance main ideas or themes.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>reports on a topic or text or presents an opinion using appropriate facts and details to support main ideas or themes and speaks at an understandable pace; and</li> <li>includes multimedia components and visual displays in presentations to enhance main ideas or themes.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>reports on a topic or text or presents an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes and speaks clearly at an understandable pace; and</li> <li>includes multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>presents claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes and uses appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation); and</li> <li>includes multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</li> </ul>
2				
3				

## 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	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>explain the function of conjunctions, prepositions, or interjections in general;</li> <li>form or use (e.g., I had walked; I have walked; I will have walked) verb tenses;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>explains the function of conjunctions, prepositions, and interjections in general;</li> <li>forms and uses (e.g., I had walked; I have walked; I will have walked) verb tenses;</li> <li>uses verb tense to convey various times, sequences, states, and conditions;</li> <li>recognizes inappropriate shifts in verb tense; and</li> <li>uses correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences;</li> <li>forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses;</li> <li>uses verb tense to convey various times, sequences, states, and conditions;</li> <li>recognizes and corrects inappropriate shifts in verb tense; and</li> <li>uses correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>ensures that pronouns are in the proper case (subjective, objective, possessive);</li> <li>uses intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>);</li> <li>recognizes and corrects inappropriate shifts in pronoun number and person;</li> <li>recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents); and</li> <li>recognizes variations from standard English in their own and others' writing and speaking, and identifies and uses strategies to improve expression in conventional language.</li> </ul>
2	<ul style="list-style-type: none"> <li>use verb tense to convey various times, sequences, states, or conditions;</li> <li>recognize inappropriate shifts in verb tense; or</li> </ul>			
3	<ul style="list-style-type: none"> <li>use correlative conjunctions (e.g., either/or, neither/nor).</li> </ul>			

### 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	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>use punctuation to separate items in a series;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>uses punctuation to separate items in a series;</li> <li>uses a comma to separate an introductory element from the rest of the sentence;</li> <li>uses a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>);</li> <li>uses underlining, quotation marks, or italics to indicate titles of works; and</li> <li>spells grade-appropriate words correctly.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses punctuation to separate items in a series;</li> <li>uses a comma to separate an introductory element from the rest of the sentence;</li> <li>uses a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>);</li> <li>uses underlining, quotation marks, or italics to indicate titles of works; and</li> <li>spells grade-appropriate words correctly, consulting references as needed.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements; and</li> <li>spells correctly.</li> </ul>
2	<ul style="list-style-type: none"> <li>use a comma to separate an introductory element from the rest of the sentence;</li> <li>use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), or to indicate direct address (e.g., <i>Is that you, Steve?</i>);</li> <li>use underlining, quotation marks, or italics to indicate titles of works; or</li> <li>spell grade-appropriate words correctly.</li> </ul>			
3				

**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"> <li>determine the meaning of unknown words or phrases based on grade-level reading and content;</li> <li>use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;</li> <li>use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis);</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>determines the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content;</li> <li>uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;</li> <li>uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis);</li> <li>consults reference materials (e.g., dictionaries, glossaries, thesauruses) to determine the meaning of key words and phrases;</li> <li>demonstrates understanding of figurative language, word relationships, and nuances in word meanings;</li> <li>interprets figurative language, including similes and metaphors;</li> <li>recognizes and explains the meaning of common idioms, adages, and proverbs; and</li> <li>uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies;</li> <li>uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase;</li> <li>uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis);</li> <li>consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determines or clarifies the precise meaning of key words and phrases;</li> <li>demonstrates understanding of figurative language, word relationships, and nuances in word meanings;</li> <li>interprets figurative language, including similes and metaphors, in context;</li> <li>recognizes and explains the meaning of common idioms, adages, and proverbs; and</li> <li>uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>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;</li> <li>uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase;</li> <li>use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>);</li> <li>consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determines or clarifies its precise meaning or its part of speech;</li> <li>verifies the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary);</li> <li>demonstrates understanding of figurative language, word relationships, and nuances in word meanings;</li> <li>interprets figures of speech (e.g., personification) in context;</li> <li>uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words; and</li> <li>distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, unwasteful, thrifty</i>).</li> </ul>
2	<ul style="list-style-type: none"> <li>consult reference materials (e.g., dictionaries, glossaries, thesauruses) to determine the meaning of key words or phrases;</li> <li>demonstrate understanding of figurative language, word relationships, or nuances in word meanings;</li> <li>interpret figurative language, including similes or metaphors;</li> <li>recognize the meaning of common idioms, adages, or proverbs; or</li> </ul>			
3	<ul style="list-style-type: none"> <li>use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>			



## MATHEMATICS

### Writes and interprets numerical expressions

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"> <li>match simple expressions to model situations in which no more than two operations are involved; or</li> <li>evaluate expressions without grouping symbols.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>writes simple expressions to model situations in which only one operation is involved; and</li> <li>evaluates expressions with one group of symbols.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>writes simple expressions to model situations in which no more than two operations are involved;</li> <li>understands purpose of grouping symbols and can evaluate expressions with one group of symbols; and</li> <li>places one set of grouping symbols to make a number sentence true.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>writes simple expressions to model situations in which more than two operations are involved;</li> <li>understands purpose of grouping symbols and can evaluate expressions with more than one group of symbols; and</li> <li>places more than one set of grouping symbols to make a number sentence true.</li> </ul>
2				
3				

### Analyzes patterns and relationships

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 unable or rarely able to graph ordered pairs on a coordinate plane.	With support, student sometimes: <ul style="list-style-type: none"> <li>generates a number or shape pattern that follows a given rule when starting number or shape is given;</li> <li>forms ordered pairs from corresponding terms in a table but does not use correct formatting; and</li> <li>graphs ordered pairs on a coordinate plane but confuses x and y-axis.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>generates a pattern using a given rule;</li> <li>forms ordered pairs from corresponding terms in a table; and</li> <li>graphs ordered pairs on a coordinate plane.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>determines rule based on given pattern; and</li> <li>forms ordered pairs from a set of data.</li> </ul>

## Understands the place value system

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"> <li>write whole numbers in expanded form up to thousands;</li> <li>identify values of digits in whole numbers using a place value chart; or</li> <li>translate powers of 10 from exponential to standard notation but can't explain why they are equal.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>writes whole numbers in expanded form but is inconsistent in accuracy;</li> <li>confuses value and place value position of digits in whole numbers;</li> <li>recognizes that in a multi digit whole number, a digit in one place represents 10 times what it represents in the place to its right when given a visual aid;</li> <li>translates between powers of 10 in exponential and standard notation but can't explain why they are equal; and</li> <li>correctly multiplies a whole number by a power of 10.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>writes whole numbers in expanded form;</li> <li>identifies values of digits in whole numbers;</li> <li>recognizes that in a multi digit whole number, a digit in one place represents 10 times what it represents in the place to its right;</li> <li>translates between powers of 10 in exponential and standard notation; and</li> <li>correctly multiplies a whole number by a power of 10 and recognizes patterns in number of zeros.</li> </ul>	<p>Student consistently and independently understands place value patterns and uses patterns to apply skills to larger place value positions.</p>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>recognize that in a multi digit whole number, a digit in one place represents 10 times what it represents in the place to its right when given a visual aid;</li> <li>identify a decimal as being different than a whole number;</li> <li>identify tenths and hundredths place in a number;</li> <li>read or write decimals through hundredths with no placeholder zeros using a place value chart; or</li> <li>round whole numbers to any place.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>recognizes that in a multi digit whole number, a digit in one place represents 10 times what it represents in the place to its right;</li> <li>recognizes relationship between whole numbers and decimals;</li> <li>represents decimals through hundredths by shading grids;</li> <li>reads and writes decimals through hundredths with no placeholder zeros;</li> <li>reads and writes decimals in expanded form as sums of fractions;</li> <li>uses grids or place-value chart to compare decimals through thousandths when the decimals have the same number of digits after the decimal point and records decimal comparisons using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>; and</li> <li>uses grids or a rounding shortcut to round decimals to the nearest whole number or tenth in cases when rounding only affects one digit.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>recognizes that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left;</li> <li>recognizes that place value patterns with whole numbers extend to decimals;</li> <li>represents decimals through thousandths by shading grids;</li> <li>reads and writes decimals through thousandths with no placeholder zeros;</li> <li>reads and writes decimals in expanded form as sums of decimals;</li> <li>uses grids or place-value chart to compare and order decimals through thousandths when the decimals have the same number of digits after the decimal point and records decimal comparisons using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>; and</li> <li>uses grids or a rounding shortcut to round decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>reads and writes decimals to any place using base-ten numerals, number names, and expanded form;</li> <li>compares two decimals to any place based on meanings of the digits in each place using <math>&lt;</math>, <math>&gt;</math>, <math>=</math> to record comparisons; and</li> <li>rounds decimals to the nearest tenth or hundredth including cases when rounding affects more than one digit.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>recognize that in a multi digit whole number, a digit in one place represents 10 times what it represents in the place to its right;</li> <li>recognize relationship between whole numbers and decimals;</li> <li>represent decimals through hundredths by shading grids;</li> <li>read or write decimals through hundredths with no placeholder zeros;</li> <li>read or write decimals in expanded form as sums of fractions;</li> <li>use grids or place-value chart to compare decimals through thousandths when the decimals have the same number of digits after the decimal point and records decimal comparisons using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>; or</li> <li>use grids or a rounding shortcut to round decimals to the nearest whole number or tenth in cases when rounding only affects one digit.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>recognizes that in a multi-digit number, a digit in one place represents 1/10 of what it represents in the place to its left;</li> <li>recognizes that place value patterns with whole numbers extend to decimals;</li> <li>represents decimals through thousandths by shading grids;</li> <li>reads and writes decimals through thousandths with no placeholder zeros;</li> <li>reads and writes decimals in expanded form as sums of decimals;</li> <li>uses grids or place-value chart to compare and order decimals through thousandths when the decimals have the same number of digits after the decimal point and records decimal comparisons using <math>&lt;</math>, <math>&gt;</math>, <math>=</math>; and</li> <li>uses grids or a rounding shortcut to round decimals to the nearest tenth or hundredth in cases when rounding only affects one digit.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>uses place value understanding to round decimals to any place;</li> <li>recognizes that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left;</li> <li>uses whole-number exponents to denote powers of 10;</li> <li>multiplies whole numbers by powers of 10 and explain the number of zeros in the product;</li> <li>multiplies or divides a decimal by a power of 10 when no more than one placeholder zero is necessary to write the product or quotient;</li> <li>reads and writes decimals to thousandths using base-ten numerals, number names, and expanded form; and</li> <li>compares two decimals to thousandths based on meanings of the digits in each place using <math>&lt;</math>, <math>&gt;</math>, <math>=</math> to record comparisons.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>reads and writes decimals to any place using base-ten numerals, number names, and expanded form;</li> <li>compares two or more decimals to any place based on meanings of the digits in each place using <math>&lt;</math>, <math>&gt;</math>, <math>=</math> to record comparisons; and</li> <li>multiplies or divides a decimal by a power of 10 more than one placeholder zero is necessary to write the product or quotient.</li> </ul>

**Performs operations with multi-digit whole numbers and with decimals to hundredths**

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"> <li>apply a strategy other than the U.S. traditional algorithm to 1 by 2 multiplication problems; or</li> <li>develop fluency with basic division facts.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>applies a strategy other than the U.S. traditional algorithm to 1 by 2 and 2 by 2 digit multiplication problems in which a factor is less than 20; and</li> <li>uses the partial quotients algorithm with up to 3 digit dividends and 1 digit divisors.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>applies the U.S. traditional algorithm to 1 by 2 and 2 by 2 digit multiplication problems in which a factor is less than 20; and</li> <li>uses the partial quotients algorithm with up to 3 digit dividends and 2 digit divisors.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>applies the U.S. traditional algorithm to multiplication problems in which a factor is more than 20; and</li> <li>finds whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>apply a strategy other than the U.S. traditional algorithm to 1 by 2 or 2 by 2 digit multiplication problems in which a factor is less than 20; or</li> <li>use manipulatives to add or subtract decimals with a sum or difference of less than 1.</li> </ul>	<p>With prompting and support, student sometimes:</p> <ul style="list-style-type: none"> <li>applies the U.S. traditional algorithm to 1 by 2 and 2 by 2 digit multiplication problems in which a factor is less than 20; and</li> <li>uses grids to add and subtract decimals with a sum or difference of less than 1.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>fluently multiplies multi-digit whole numbers using the U.S. traditional multiplication;</li> <li>uses grids to add and subtract decimals; and</li> <li>uses algorithms to add and subtract decimals through tenths with regrouping and through hundredths without regrouping.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>illustrates and explains whole number multiplication calculations by using equations, rectangular arrays, and/or area models; and</li> <li>adds and subtracts decimals to hundredths using place value strategies and explains computation methods.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>use grids to add or subtract decimals; or</li> <li>use algorithms to add or subtract decimals through tenths with regrouping or through hundredths without regrouping.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>adds and subtracts decimals to hundredths using models or strategies;</li> <li>estimates and finds products of decimals when both factors are greater than 1;</li> <li>estimates and finds quotients of decimals when the dividend is greater than 1 and the divisor is a whole number; and</li> <li>illustrates and explains calculations by using equations.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>adds, subtracts, multiplies and divides decimals to hundredths using manipulatives, drawings, or place value strategies and explains computation methods;</li> <li>finds whole number quotients of whole numbers with up to four-digit dividends and two-digit divisors using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; and</li> <li>illustrates and explains calculations by using equations, rectangular arrays, and/or area models.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>adds, subtracts, multiplies and divides decimals to any place using strategies and explains computation methods;</li> <li>finds whole number quotients of whole numbers with more than four-digit dividends and two-digit divisors using strategies; and</li> <li>creates number stories involving adding, subtracting, multiplying and dividing decimals.</li> </ul>

**Uses equivalent fractions to add and subtract fractions**

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"> <li>generate equivalent fractions with provided visual model;</li> <li>add fractions with like denominators; or</li> <li>Use tools or visual models to solve number stories involving addition or subtraction of fractions with like denominators without regrouping.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>generates equivalent fractions, with provided visual model, for one fraction only and add fractions with unlike denominators; and</li> <li>uses tools and visual models to solve number stories involving addition and subtraction of fractions and mixed numbers with like denominators without regrouping.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>uses tools and visual models to generate equivalent fractions for one fraction only and adds fractions with unlike denominators; and</li> <li>uses tools and visual models to solve number stories involving addition and subtraction of fractions and mixed numbers with like denominators.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>uses patterns to generate equivalent fractions for more than one fraction and adds fractions with unlike denominators; and</li> <li>uses strategies to solve number stories involving addition and subtraction of fractions and mixed numbers with like and unlike denominators.</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>use a visual model to identify a common denominator;</li> <li>use visual models or tools to solve number stories involving addition of fractions or mixed numbers;</li> <li>use visual models or tools to solve number stories involving addition of fractions or mixed numbers; or</li> <li>estimate answer to problem.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>use a strategy to identify a common denominator;</li> <li>uses visual models and tools to solve number stories involving addition and subtraction of fractions and mixed numbers that require one but not both of the following: finding a common denominator or renaming the sum or starting number;</li> <li>uses visual models and tools to solve number stories involving addition and subtraction of fractions and mixed numbers that require one but not both of the following: finding a common denominator or renaming the sum or starting number; and</li> <li>estimates for fraction and mixed-number sums and differences but does not use estimate to assess reasonableness.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>adds and subtracts fractions and mixed numbers when one of the following is required, but not both: finding a common denominator, or renaming the sum or starting number to have a smaller or larger fraction part;</li> <li>uses strategies to solve number stories involving addition and subtraction of fractions and mixed numbers that require one but not both of the following: finding a common denominator or renaming the sum or starting number; and</li> <li>uses benchmark fractions and number sense to make reasonable estimates for fraction and mixed-number sums and differences.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>adds and subtracts fractions and mixed numbers with unlike denominators in isolation and in context; and</li> <li>creates and solve number stories using addition and subtraction of fractions and mixed numbers with unlike denominators.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to use visual models or tools to solve number stories involving addition or subtraction of fractions or mixed numbers that require one but not both of the following: finding a common denominator or renaming the sum or starting number.</p>	<p>With support, student sometimes adds and subtracts fractions and mixed numbers when one of the following is required, but not both: finding a common denominator, or renaming the sum or starting number to have a smaller or larger fraction part.</p>	<p>Student consistently adds and subtracts fractions and mixed numbers with unlike denominators.</p>	<p>Student consistently and independently uses strategies to solve multi-step number stories involving addition and subtraction of fractions and mixed numbers with unlike denominators.</p>

**Applies and extends previous understandings of multiplication/division to multiply/divide fractions**

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"> <li>find the area of a rectangle with whole number side lengths by counting boxes;</li> <li>solve whole number division problems that have fraction answers when provided a visual model; or</li> <li>rename mixed numbers and fractions greater than one when provided a visual model.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>finds the area of a rectangle with whole number side length;</li> <li>interprets that a fraction is a multiple of unit fractions;</li> <li>uses tools and visual models to solve whole number division problems that have fraction answers;</li> <li>uses tools and visual models to solve fraction of problems;</li> <li>uses tools and visual models to rename mixed numbers and fractions greater than one; and</li> <li>multiplies a whole number by a unit fraction using a visual model.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>finds the area of a rectangle with one fractional side length;</li> <li>interprets that a fraction is a result of dividing the numerator by denominator;</li> <li>uses tools and visual models to solve whole number division problems that have fraction or mixed number answers;</li> <li>uses tools and visual models to solve real-world fraction of problems with unit fractions and whole numbers;</li> <li>renames mixed numbers and fractions greater than one; and</li> <li>multiplies a whole number by a unit fraction.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>finds the area of a rectangle with two fractional side lengths;</li> <li>fluently solves whole number division problems that have fraction or mixed number answers;</li> <li>creates and solves real-world fraction of problems with unit fractions and whole numbers; and</li> <li>multiplies a fraction by a fraction.</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>use provided visual representation to visualize partitioning a fraction into equal parts or find the value of one or more parts;</li> <li>find the area of a rectangle with one fractional side length by counting the number of unit-fraction tiles that cover the rectangle; or</li> <li>use tools and visual models to solve whole number division problems that have fraction or mixed number answers.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>uses paper folding and other visual representations to visualize partitioning a fraction into equal parts and finding the value of one or more parts;</li> <li>finds the area of a rectangle with fractional side lengths by counting the number of unit-fraction tiles that cover the rectangle;</li> <li>finds that a product of a whole number and a fraction less than 1 will be less than the whole number;</li> <li>uses tools and visual models to solve real-world fraction of problems with unit fractions and whole numbers; and</li> <li>uses models to solve problems involving division of a unit fraction by a whole number or division of a whole number by a unit fraction when the problems are in isolation.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>connects fraction-of problems to fraction multiplication;</li> <li>uses area models to represent and find fraction products;</li> <li>predicts that a product of a whole number and a fraction less than 1 will be less than the whole number and informally explain why this is so;</li> <li>understands that multiplying a fraction by another fraction equal to 1 creates an equivalent fraction;</li> <li>uses tools and models to solve real-world problems involving multiplication of fractions by whole numbers or fractions by fractions; and</li> <li>uses models to solve problems involving division of a unit fraction by a whole number or division of a whole number by a unit fraction when the problems are in a context.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>multiplies a fraction or a whole number by a fraction;</li> <li>explains the effects of multiplying by fractions greater than, less than or equal to 1;</li> <li>solves real-world problems involving multiplication of fractions and mixed numbers;</li> <li>finds the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths or by multiplying the side lengths and explains both strategies produce the same measurement; and</li> <li>divides unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>find the area of a rectangle with one fractional side length by counting the number of unit-fraction tiles that cover the rectangle;</li> <li>use provided tools and/or visual models to solve real-world fraction of problems with fractions or whole numbers;</li> <li>find the area of a rectangle with one fractional side length by counting the number of unit-fraction tiles that cover the rectangle; or</li> <li>use provided tools and/or visual models to divide unit fractions by whole numbers or whole numbers by unit fractions.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>uses an area model or rewrites factors as fractions and uses an algorithm to multiply a mixed number by a whole number or by a fraction;</li> <li>compares the size of a product to one factor based on the size of the other factor;</li> <li>uses tools and visual models to solve real-world fraction of problems with fractions and whole numbers;</li> <li>finds the area of a rectangle with fractional side lengths by counting the number of unit-fraction tiles that cover the rectangle; and</li> <li>uses tools and visual models to divide unit fractions by whole numbers and whole numbers by unit fractions.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>multiplies a fraction or a whole number by a fraction.</li> <li>explains the effects of multiplying by fractions greater than, less than or equal to 1.</li> <li>solves real-world problems involving multiplication of fractions and mixed numbers.</li> <li>finds the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths or by multiplying the side lengths and explains both strategies produce the same measurement. and</li> <li>divides unit fractions by whole numbers and whole numbers by unit fractions</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>interprets and computes quotients of fractions and solve word problems involving division of fractions by fractions;</li> <li>looks for rules to generalize patterns in fraction multiplication and division; and</li> <li>develops ways to model products and quotients, including the use of areas, fraction strips, and number lines.</li> </ul>

### Converts like measurement units within a given measurement system

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 understand different measurement units can describe the same measurement.	With support, student sometimes: <ul style="list-style-type: none"> <li>performs one-step unit conversions within the same measurement system using a measurement scale; and</li> <li>uses conversions to solve one-step real-world problems when conversions are identified.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>performs one-step unit conversions within the same measurement system; and</li> <li>uses conversions to solve real-world problems when conversions are identified.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>converts among different-sized standard measurement units within a given measurement system; and</li> <li>uses these conversions in solving multi-step, real world problems</li> </ul>
2				
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>perform one-step unit conversions within the same measurement system using a measurement scale; or</li> <li>use conversions to solve one-step real-world problems when conversions are identified.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>performs one-step unit conversions within the same measurement system; and</li> <li>uses conversions to solve real-world problems when conversions are identified.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>converts among different-sized standard measurement units within a given measurement system; and</li> <li>uses these conversions in solving multi-step, real world problems</li> </ul>	Student consistently and independently explains different ways to solve the same multi-step, real world conversion problem.

### 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				
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>place fractional data (increments of 1/2 only) on a line plot when the number line or scale are provided; or</li> <li>compare information in a line plot.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>places fractional data on a line plot when the number line and scale are provided; and</li> <li>uses information in a line plot to solve single-step problems.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>creates line plots using fractional data; and</li> <li>uses data on line plot to solve single-step and multistep problems involving addition and subtraction.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>creates line plots using fractional data beyond <math>\frac{1}{8}</math>; and</li> <li>understands that a set of data has a distribution which can be described by its center, spread, and overall shape.</li> </ul>

### Understands concepts of volume and relates volume to multiplication and addition

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 develop visual spatial skills for 3 dimensional shapes.	With support, student sometimes: <ul style="list-style-type: none"> <li>uses unit cubes to pack a solid figure with gaps or overlaps;</li> <li>finds volume by counting cubes in a fully packed prism; and</li> <li>multiplies dimensions with little understanding that this strategy is finding the volume.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses unit cubes to pack a solid figure with no gaps or overlaps;</li> <li>finds volume of partially packed prism when dimension are shown;</li> <li>understands multiplication of dimensions as strategy for finding volume; and</li> <li>understands that volumes of two or more composed figures can be found by adding volumes together.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>applies volume formulas to solve real-world and mathematical problems; and</li> <li>uses volume formulas and addition to find volumes of figures composed of rectangular prisms.</li> </ul>
2				
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>use unit cubes to pack a solid figure with gaps or overlaps;</li> <li>find volume by counting cubes in a fully packed prism; or</li> <li>multiply dimensions with little understanding that this strategy is finding the volume.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>uses unit cubes to pack a solid figure with no gaps or overlaps;</li> <li>finds volume of partially packed prism when dimension are shown;</li> <li>understands multiplication of dimensions as strategy for finding volume; and</li> <li>understands that volumes of two or more composed figures can be found by adding volumes together.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>relates the multiplication involved in volume formulas to the process of packing with unit cubes;</li> <li>applies volume formulas to solve real-world and mathematical problems; and</li> <li>uses volume formulas and addition to find volumes of figures composed of rectangular prisms.</li> </ul>	Student consistently and independently applies volume formulas to solve real-world and mathematical problems with fractional side lengths.

**Graphs points of the coordinate plane to solve real-world and mathematical problems**

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2				
3	With prompting and support, student is unable or rarely able to demonstrate understanding of coordinate planes and x and y axis.	With support, student sometimes uses coordinates to graph points and to name graphed points but confuses x and y coordinates/axis.	Student consistently: <ul style="list-style-type: none"> <li>• understands that an ordered pair of numbers identifies an exact location on a coordinate grid;</li> <li>• uses coordinates to graph points and to name graphed points in the first quadrant; and</li> <li>• understands that information from real-world and mathematical problems can be represented as ordered pairs and graphed on a coordinate grid.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>• completes a table based on a real-world situation and creates and plots coordinate points to represent data; and</li> <li>• understands relationship based on location between coordinate points.</li> </ul>

**Classifies two-dimensional figures into categories based on their properties**

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2				
3	With prompting and support, student is unable or rarely able to identify attributes of shapes.	With support, student sometimes: <ul style="list-style-type: none"> <li>• identifies categories of shapes when given a visual reference; and</li> <li>• identifies common characteristics of shapes.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• understands that attributes can be used to define categories and subcategories of shapes;</li> <li>• recognizes when one category is a subcategory of another;</li> <li>• understands the basic structure of a hierarchy; and</li> <li>• classifies two-dimensional figures in a correct category according to a hierarchy although not necessarily the most specific category.</li> </ul>	Student consistently and independently classifies three-dimensional figures in a correct category according to a hierarchy although not necessarily the most specific category.

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