

**GRADE 1 STANDARDS-BASED REPORT CARD GRADING BENCHMARKS  
NEW MILFORD PUBLIC SCHOOL DISTRICT**

**ENGLISH 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 C or below.	Student is reading at Level D or E.	Student is reading at Level F or G.	Student is reading at Level H or above.
2	Student is reading at Level E or below.	Student is reading at Level F or G.	Student is reading at Level H, I, or J.	Student is reading at Level K or above.
3	Student is reading at Level F or below.	Student is reading at Level G or H.	Student is reading at Level I, J, or K.	Student is reading at Level L or above.

**Demonstrates understanding of features of print**

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:	In above-grade-level texts, student consistently and independently:
2	<ul style="list-style-type: none"> <li>follow words from left to right, top to bottom, or page by page;</li> <li>recognize that spoken words are represented in written language by specific sequences of letters;</li> <li>understand that words are separated by spaces in print;</li> <li>recognize or name all upper- and lowercase letters of the alphabet; or</li> <li>recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>follows words from left to right, top to bottom, and page by page;</li> <li>recognizes that spoken words are represented in written language by specific sequences of letters;</li> <li>understands that words are separated by spaces in print;</li> <li>recognizes and names all upper- and lowercase letters of the alphabet; and; and</li> <li>recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>follows words from left to right, top to bottom, and page by page;</li> <li>recognizes that spoken words are represented in written language by specific sequences of letters;</li> <li>understands that words are separated by spaces in print;</li> <li>recognizes and names all upper- and lowercase letters of the alphabet; and</li> <li>recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</li> </ul>	<ul style="list-style-type: none"> <li>follows words from left to right, top to bottom, and page by page;</li> <li>recognizes that spoken words are represented in written language by specific sequences of letters;</li> <li>understands that words are separated by spaces in print;</li> <li>recognizes and names all upper- and lowercase letters of the alphabet; and</li> <li>recognizes the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation) and overall structure/organization of a text (e.g., paragraphs).</li> </ul>
3				

**Demonstrates understanding of spoken words, syllables, and sounds**

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>• use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words; or</li> <li>• orally produce single-syllable words by blending sounds, including consonant blends.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>• uses knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguishes long from short vowel sounds in spoken single-syllable words; and</li> <li>• orally produces single-syllable words by blending sounds, including consonant blends.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• uses knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguishes long from short vowel sounds in spoken single-syllable words; and</li> <li>• orally produces single-syllable words by blending sounds, including consonant blends.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• uses knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguishes long from short vowel sounds in spoken single-syllable words;</li> <li>• orally produces single-syllable words by blending sounds, including consonant blends;</li> <li>• isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words; and</li> <li>• segments spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>• use knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguish long from short vowel sounds in spoken single-syllable words;</li> <li>• orally produce single-syllable words by blending sounds, including consonant blends;</li> <li>• isolate or pronounce initial, medial vowel, or final sounds in spoken single-syllable words; or</li> <li>• segment spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>• uses knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguishes long from short vowel sounds in spoken single-syllable words;</li> <li>• orally produces single-syllable words by blending sounds, including consonant blends;</li> <li>• isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words; and</li> <li>• segments spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• distinguishes long from short vowel sounds in spoken single-syllable words;</li> <li>• orally produces single-syllable words by blending sounds, including consonant blends;</li> <li>• isolates and pronounces initial, medial vowel, and final sounds in spoken single-syllable words; and</li> <li>• segments spoken single-syllable words into their complete sequence of individual sounds.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• uses knowledge that every syllable must have a vowel to determine the number of syllables in a printed word;</li> <li>• distinguishes long from short vowel sounds in spoken single- and multi-syllable words;</li> <li>• orally produces single- and multi-syllable words by blending sounds, including consonant blends;</li> <li>• isolates and pronounces initial, medial vowel, and final sounds in spoken single- and multi-syllable words; and</li> <li>• segments spoken single- and multi-syllable words into their complete sequence of individual sounds.</li> </ul>
3				

## 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"> <li>apply grade-level phonics or word analysis skills in decoding words;</li> <li>know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound); or</li> <li>decode regularly spelled one-syllable words.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound); and</li> <li>decodes regularly spelled one-syllable words.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound); and</li> <li>decodes regularly spelled one-syllable words.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decodes regularly spelled one-syllable words;</li> <li>knows final -e and common vowel team conventions for representing long vowel sounds;</li> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words; and</li> <li>decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>apply grade-level phonics or word analysis skills in decoding words;</li> <li>know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decode regularly spelled one-syllable words;</li> <li>know final -e or common vowel team conventions for representing long vowel sounds;</li> <li>distinguish long or short vowels when reading regularly spelled one-syllable words; or</li> <li>decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decodes regularly spelled one-syllable words;</li> <li>knows final -e and common vowel team conventions for representing long vowel sounds;</li> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words; and</li> <li>decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decodes regularly spelled one-syllable words;</li> <li>knows final -e and common vowel team conventions for representing long vowel sounds;</li> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words; and</li> <li>decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows spelling-sound correspondences for common vowel teams;</li> <li>decodes regularly spelled two-syllable words with long vowels;</li> <li>decodes words with common prefixes and suffixes;</li> <li>identifies words with inconsistent but common spelling-sound correspondences; and</li> <li>recognizes and reads grade-appropriate irregularly spelled words.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>apply grade-level phonics or word analysis skills in decoding words;</li> <li>know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decode regularly spelled one-syllable words;</li> <li>know final -e or common vowel team conventions for representing long vowel sounds;</li> <li>distinguish long or short vowels when reading regularly spelled one-syllable words; or</li> <li>decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decodes regularly spelled one-syllable words;</li> <li>knows final -e and common vowel team conventions for representing long vowel sounds;</li> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words; and</li> <li>decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound);</li> <li>decodes regularly spelled one-syllable words;</li> <li>knows final -e and common vowel team conventions for representing long vowel sounds;</li> <li>distinguishes long and short vowels when reading regularly spelled one-syllable words; and</li> <li>decodes two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>knows and applies grade-level phonics and word analysis skills in decoding words;</li> <li>knows spelling-sound correspondences for common vowel teams;</li> <li>decodes regularly spelled two-syllable words with long vowels;</li> <li>decodes words with common prefixes and suffixes;</li> <li>identifies words with inconsistent but common spelling-sound correspondences; and</li> <li>recognizes and reads grade-appropriate irregularly spelled words.</li> </ul>

### Reads with accuracy and fluency for comprehension

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student: <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>	With support, student sometimes: <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>	Student consistently: <ul style="list-style-type: none"> <li>reads grade-level text with purpose and understanding;</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>	Student consistently and independently: <ul style="list-style-type: none"> <li>reads above-grade-level text with purpose and understanding;</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>
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"> <li>demonstrate a literal understanding of stories or informational texts;</li> <li>ask or answer questions about key details in a text;</li> <li>retell stories, including key details, or demonstrate understanding of their central message or lesson;</li> <li>describe characters, settings, or major event(s) in a story, using key details;</li> <li>identify the main topic or retell key details of a text; or</li> <li>describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>demonstrates a literal understanding of stories and informational texts;</li> <li>asks and answers questions about key details in a text;</li> <li>retells stories, including key details, and demonstrates understanding of their central message or lesson;</li> <li>describes characters, settings, and major event(s) in a story, using key details;</li> <li>identifies the main topic and retells key details of a text; and</li> <li>describes the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>demonstrates a literal understanding of stories and informational texts;</li> <li>asks and answers questions about key details in a text;</li> <li>retells stories, including key details, and demonstrates understanding of their central message or lesson;</li> <li>describes characters, settings, and major event(s) in a story, using key details;</li> <li>identifies the main topic and retells key details of a text; and</li> <li>describes the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ul>	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> <li>demonstrates a literal understanding of stories and informational texts;</li> <li>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;</li> <li>recounts stories and determines their central message/theme, lesson, or moral;</li> <li>describes how characters in a story respond to major events and challenges using key details;</li> <li>identifies the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text; and</li> <li>describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</li> </ul>
2				
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	With prompting and support, student is unable to or rarely able to: <ul style="list-style-type: none"> <li>• infer basic story elements using pictures;</li> <li>• identify words in stories that suggest feelings;</li> <li>• distinguish between books that tell stories or books that give information;</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>• infers story elements, including character feelings, setting, etc., using pictures;</li> <li>• identifies words and phrases in stories that suggest feelings or appeal to the senses;</li> <li>• distinguishes between books that tell stories and books that give information;</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• infers story elements, including character traits, feelings, setting, etc., using pictures and/or words;</li> <li>• identifies words and phrases in stories or poems that suggest feelings or appeal to the senses;</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., using pictures and/or words;</li> <li>• describes how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song;</li> </ul>
2	<ul style="list-style-type: none"> <li>• identify who is telling the story in a text; or</li> <li>• compare the adventures or experiences of characters in familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• identifies who is telling the story in a text; and</li> <li>• compares the adventures and experiences of characters in familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguishes between books that tell stories and books that give information, drawing on a wide reading of a range of text types;</li> <li>• identifies who is telling the story at various points in a text; and</li> <li>• compares and contrasts the adventures and experiences of characters in familiar stories.</li> </ul>	<ul style="list-style-type: none"> <li>• describes the overall structure of a story, including how the beginning introduces the story and the ending concludes the action;</li> <li>• acknowledges differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud; and</li> </ul>
3				<ul style="list-style-type: none"> <li>• compares and contrasts two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</li> </ul>

NEW MILFORD

## 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 two events and including some details regarding what happened.	With support, student sometimes writes narratives by recounting two or more events, including some details regarding what happened, and providing some sense of closure.	Student consistently writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure.	Student consistently and independently 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.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>write narratives by recounting two events and including some details regarding what happened; or</li> <li>write informative/explanatory texts by naming a topic or supplying some facts.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>writes narratives by recounting two or more events, including some details regarding what happened, and providing some sense of closure; and</li> <li>writes informative/explanatory texts by naming a topic, supplying some facts, and providing some sense of closure.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure; and</li> <li>writes informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>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</li> <li>writes informative/explanatory texts by introducing a topic, using evidence-based facts and definitions to develop points, and proving a conclusion.</li> </ul>
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>write narratives by recounting two events and including some details regarding what happened;</li> <li>write informative/explanatory texts by naming a topic or supplying some facts; or</li> <li>write opinion pieces by introducing the topic or the name of a book or stating an opinion.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>writes narratives by recounting two or more events, including some details regarding what happened, and providing some sense of closure;</li> <li>writes informative/explanatory texts by naming a topic, supplying some facts, and providing some sense of closure; and</li> <li>writes opinion pieces by introducing the topic or the name of a book, stating an opinion, and providing some sense of closure.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>writes narratives by recounting two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and providing some sense of closure;</li> <li>writes informative/explanatory texts by naming a topic, supplying some facts about the topic, and providing some sense of closure; and</li> <li>writes opinion pieces by introducing the topic or the name of a book, stating an opinion, supplying a reason for the opinion, and providing some sense of closure.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>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;</li> <li>writes informative/explanatory texts by introducing a topic, using evidence-based facts and definitions to develop points, and proving a conclusion; and</li> <li>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.</li> </ul>

### 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:	With support, student sometimes:	Student consistently:	Across all content areas, student consistently and independently:
2	<ul style="list-style-type: none"> <li>focus on a topic, respond to questions or suggestions from teacher or peers, or add details; or</li> <li>use elaboration strategies (e.g., character description, setting description, and information).</li> </ul>	<ul style="list-style-type: none"> <li>focuses on a topic, responds to questions and suggestions from peers, and adds details; and</li> <li>uses elaboration strategies to develop a topic (e.g., character description, setting description, and information).</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>uses effective elaboration strategies to develop a topic (e.g., character description, setting description, and information).</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>uses effective elaboration strategies to develop a topic (e.g., character description, setting description, information, details, and facts).</li> </ul>
3				

### Participates in shared research and writing projects

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:	With support, student sometimes:	Student consistently:	Student consistently and independently:
	<ul style="list-style-type: none"> <li>conduct short research projects based on focus questions; or</li> <li>recall information from experiences or gather information from provided sources.</li> </ul>	<ul style="list-style-type: none"> <li>conducts short research projects based on focus questions; and</li> <li>recalls information from experiences and gathers information from provided sources.</li> </ul>	<ul style="list-style-type: none"> <li>conducts short as well as more sustained research projects based on focus questions and demonstrates understanding of the subject under investigation (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions); and</li> <li>recalls information from experiences and gathers information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>recalls information from experiences and gathers information from provided sources to answer a question.</li> </ul>

## Speaking and Listening

### Participates in collaborative conversations

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	<p>With prompting support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>participate in conversations with teacher or peers in small groups;</li> <li>follow agreed-upon norms for discussions (e.g., listening to others with care or speaking one at a time about the topics and texts under discussion);</li> <li>build on others' talk in conversations; or</li> <li>asks questions to clear up any confusion.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>participates in collaborative conversations about grade-level topics and texts with teacher and peers in small groups;</li> <li>follows agreed-upon norms for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion);</li> <li>builds on others' talk in conversations by responding to the comments of others; and</li> <li>asks questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>participates in collaborative conversations about grade-level topics and texts with teacher and peers in small and larger groups;</li> <li>follows agreed-upon norms for discussions (e.g., listening to others with care and speaking one at a time about the topics and texts under discussion);</li> <li>builds on others' talk in conversations by responding to the comments of others through multiple exchanges; and</li> <li>asks questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>participates in collaborative conversations about above-grade-level topics and texts with teacher and peers in small and larger groups;</li> <li>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);</li> <li>builds on others' talk in conversations by linking their explicit comments to the remarks of others; and</li> <li>asks for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>
2				
3				

### Expresses ideas, thoughts, and feelings clearly

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 produce complete sentences.</p>	<p>With support, student sometimes produces complete sentences when appropriate to task and situation.</p>	<p>Student consistently produces complete sentences when appropriate to task and situation.</p>	<p>Student consistently and independently produces complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>
2				
3				

### Asks and answers questions about key details from text read aloud/information presented

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>ask or answer questions about key details in a text read aloud or information presented; or</li> <li>ask or answer questions about what a speaker says in order to gather additional information.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>asks and answers questions about key details in a text read aloud or information presented; and</li> <li>asks and answers questions about what a speaker says in order to gather additional information.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>asks and answers questions about key details in a text read aloud or information presented orally or through other media; and</li> <li>asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>recounts or describes key ideas or details from a text read aloud or information presented orally or through other media; and</li> <li>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.</li> </ul>
2				
3				



**Adds drawings or other visual displays when appropriate to clarify ideas, thoughts, and feelings**

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>• describe people, places, things, or events; or</li> <li>• add drawings to descriptions to clarify ideas, thoughts, or feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• describes people, places, things, and events, expressing ideas and feelings clearly; and</li> <li>• adds drawings to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• describes people, places, things, and events with relevant details, expressing ideas and feelings clearly; and</li> <li>• adds drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• tells a story or recounts an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences; and</li> <li>• uses multimedia and adds drawing or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>
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"> <li>print upper- or lowercase letters;</li> <li>use common, proper, or possessive nouns; or</li> <li>use singular or plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>prints most upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns; and</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>prints all upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns; and</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>prints all upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); and</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul>
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>print upper- or lowercase letters;</li> <li>use common, proper, or possessive nouns;</li> <li>use singular or plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>use personal, possessive, or indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); or</li> <li>use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>prints most upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); and</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>prints all upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything); and</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>prints all upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything);</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);</li> <li>uses frequently occurring adjectives;</li> <li>uses frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>);</li> <li>uses determiners (e.g., articles, demonstratives);</li> <li>uses frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>); and</li> <li>produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> <li>print upper- or lowercase letters;</li> <li>use common, proper, or possessive nouns;</li> <li>use singular or plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>use personal, possessive, or indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything);</li> <li>use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);</li> <li>use frequently occurring adjectives;</li> <li>use frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>);</li> <li>use determiners (e.g., articles, demonstratives);</li> <li>use frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>); or</li> <li>produce or expand complete simple or compound declarative, interrogative, imperative, or exclamatory sentences in response to prompts.</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>prints most upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything);</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);</li> <li>uses frequently occurring adjectives;</li> <li>uses frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>);</li> <li>uses determiners (e.g., articles, demonstratives);</li> <li>uses frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>); and</li> <li>produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>prints all upper- and lowercase letters;</li> <li>uses common, proper, and possessive nouns;</li> <li>uses singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop);</li> <li>uses personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything);</li> <li>uses verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home);</li> <li>uses frequently occurring adjectives;</li> <li>uses frequently occurring conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>, <i>so</i>, <i>because</i>);</li> <li>uses determiners (e.g., articles, demonstratives);</li> <li>uses frequently occurring prepositions (e.g., <i>during</i>, <i>beyond</i>, <i>toward</i>); and</li> <li>produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>uses collective nouns (e.g., group);</li> <li>forms and uses frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish);</li> <li>uses reflexive pronouns (e.g., myself, ourselves);</li> <li>forms and uses the past tense of frequently occurring irregular verbs (e.g., sat, hid, told);</li> <li>uses adjectives and adverbs, and chooses between them depending on what is to be modified; and</li> <li>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).</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>• capitalize dates or names of people; or</li> <li>• use end punctuation for sentences.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people; and</li> <li>• uses end punctuation for sentences.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people; and</li> <li>• uses end punctuation for sentences.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences; and</li> <li>• uses commas in dates and to separate single words in a series.</li> </ul>
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>• capitalize dates or names of people;</li> <li>• use end punctuation for sentences; or</li> <li>• use commas in dates or to separate single words in a series.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences; and</li> <li>• uses commas in dates and to separate single words in a series.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences; and</li> <li>• uses commas in dates and to separate single words in a series.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences;</li> <li>• uses commas in dates and to separate single words in a series; and</li> <li>• uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> <li>• capitalize dates or names of people;</li> <li>• use end punctuation for sentences;</li> <li>• use commas in dates or to separate single words in a series; or</li> <li>• use conventional spelling for words with common spelling patterns or for frequently occurring irregular words.</li> </ul>	With support, student sometimes: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences;</li> <li>• uses commas in dates and to separate single words in a series; and</li> <li>• uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>• capitalizes dates and names of people;</li> <li>• uses end punctuation for sentences;</li> <li>• uses commas in dates and to separate single words in a series; and</li> <li>• uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>• capitalizes holidays, product names, and geographic names;</li> <li>• uses commas in greetings and closings of letters;</li> <li>• uses an apostrophe to form contractions and frequently occurring possessives;</li> <li>• generalizes learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>); and</li> <li>• consults print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>

**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 sentence-level context as a clue to the meaning of a word or phrase;</li> <li>use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word;</li> </ul>	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> <li>determines the meaning of unknown words and phrases based on grade-level reading and content;</li> <li>uses sentence-level context as a clue to the meaning of a word or phrase;</li> <li>uses frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word;</li> <li>identifies frequently occurring root words (e.g., look);</li> <li>explores word relationships or nuances in word meanings;</li> <li>sorts words into categories (e.g., colors, clothing);</li> <li>defines words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes);</li> <li>identifies real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>); and</li> <li>distinguishes shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining them.</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;</li> <li>uses sentence-level context as a clue to the meaning of a word or phrase;</li> <li>uses frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word;</li> <li>identifies frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking);</li> <li>demonstrates understanding of figurative language, word relationships and nuances in word meanings;</li> <li>sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent;</li> <li>defines words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes);</li> <li>identifies real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>); and</li> <li>distinguishes shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</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 an array of strategies;</li> <li>uses sentence-level context as a clue to the meaning of a word or phrase;</li> <li>determines the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>);</li> <li>uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>);</li> <li>uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>);</li> <li>uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases;</li> <li>demonstrates understanding of figurative language, word relationships and nuances in word meanings;</li> <li>identifies real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>); and</li> <li>distinguishes shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</li> </ul>
2	<ul style="list-style-type: none"> <li>identify frequently occurring root words (e.g., look);</li> <li>explore word relationships or nuances in word meanings;</li> <li>sort words into categories (e.g., colors, clothing);</li> <li>define words by category or by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes);</li> <li>identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>); or</li> <li>distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining them.</li> </ul>			
3				

## 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	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>• solve simple number stories involving addition within 5;</li> <li>• solve and interpret number models for change to more and change to less number stories within 10;</li> <li>• solve parts and total number stories within 10; and</li> <li>• only solves missing sum or difference problems.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• solves simple number stories involving addition and subtraction within 10;</li> <li>• solves and interprets number models for change to more and change to less number stories within 10; and</li> <li>• solves parts and total number stories within 10 (but struggles with unknown in different positions, i.e. cannot solve missing first addend problems).</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• solves simple number stories involving addition and subtraction within 10;</li> <li>• solves and interpret number models for change to more and change to less number stories within 10; and</li> <li>• solves parts and total number stories within 10 (regardless of position of unknown).</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• solves number stories with three addends by finding combinations of 10 or doubles fact;</li> <li>• finds the difference between two-digit multiples of 10 using tools;</li> <li>• adds a two-digit and a one-digit number using tools;</li> <li>• explains the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10; and</li> <li>• adds within 100 using tools.</li> </ul>
2	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>• solve number stories with three addends by using tools but answer lacks accuracy;</li> <li>• find the difference between two-digit multiples of 10 using tools and counting by 1's but answer lacks accuracy;</li> <li>• add a two-digit and a one-digit number using tools but answer lacks accuracy; and</li> <li>• add within 100 using tools and counting by 1's but answer lacks accuracy.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• solves number stories with three addends by using tools;</li> <li>• finds the difference between two-digit multiples of 10 using tools and counting by 1's;</li> <li>• adds a two-digit and a one-digit number using tools but doesn't always start with the larger number;</li> <li>• identifies true and false number sentences containing addition and subtraction facts within 10; and</li> <li>• adds within 100 using tools and counting by 1's.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• solves number stories with three addends by finding combinations of 10 or doubles facts;</li> <li>• finds the difference between two-digit multiples of 10 using tools;</li> <li>• adds a two-digit and a one-digit number using tools;</li> <li>• explains the meaning of the equal sign and identify true and false number sentences containing addition and subtraction facts within 10; and</li> <li>• adds within 100 using tools.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• subtracts multiples of 10 from multiples of 10 within 100 and explain strategies; and</li> <li>• adds within 100 and explain strategies used.</li> </ul>
3	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>• find an unknown rule (including a number and an operation) relating two numbers and describe that relationship with a number sentence;</li> <li>• subtract multiples of 10 from multiples of 10 within 100 and explain strategies; and</li> <li>• add within 100 and explain strategies used.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>• solves number stories with three addends by finding combinations of 10 or doubles facts;</li> <li>• solves and write number models for number stories within 10;</li> <li>• finds the difference between two-digit multiples of 10 using tools;</li> <li>• adds a two-digit and a one-digit number using tools;</li> <li>• explains the meaning of the equal sign and identifies true and false number sentences containing addition and subtraction facts within 10;</li> <li>• subtracts two-digit multiples of 10 from other two-digit multiples of 10 using tools; and</li> <li>• adds within 100 using tools.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>• subtracts multiples of 10 from multiples of 10 within 100 and explain strategies; and</li> <li>• adds within 100 and explain strategies used.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>• subtracts multiples of 10 from multiples of 10 above 100 and explains strategies; and</li> <li>• adds above 100 and explain strategies used.</li> </ul>

### Understands and applies properties of operations and the relationship between 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 occasionally recognize turn around facts.	Student sometimes recognizes turn around facts but cannot explain the meaning.	Student consistently recognizes and explains what the turn around rule means.	Student consistently and independently uses the turn around rule as a strategy for addition and subtraction.
2	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>add three numbers using a math tool but lacks accuracy; and</li> <li>recognize turn around facts but cannot explain the meaning.</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>adds three numbers using a math tool; and</li> <li>recognizes the turn around rule and the associative properties of addition but does not use them to solve problems.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>adds three numbers by using combinations of ten or a double fact; and</li> <li>applies the turn around rule and associative properties of addition to solve problems.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>uses the turn-around rule to generate fact families; and</li> <li>uses think addition to find the difference between two numbers.</li> </ul>
3	With prompting and support, student is able to solve subtraction problems using counting back on a number grid but lacks accuracy.	Student sometimes: <ul style="list-style-type: none"> <li>uses the turn-around rule to generate most facts in a fact family; and</li> <li>solves subtraction problems using counting back on a number grid.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses the turn-around rule to generate fact families; and</li> <li>thinks addition to find the difference between two numbers.</li> </ul>	Student consistently and independently extends the turn around rule to larger numbers.

### 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 add and subtract within 10 to solve number stories using number lines.	Student sometimes adds and subtracts within 10 to solve number stories using number pairs adding to ten and number lines.	Student consistently fluently adds and subtracts within 10 to solve number stories using number pairs adding to ten and number lines.	Student consistently and independently fluently adds and subtracts within 10 from memory to solve number stories.
2	With prompting and support, student is able to solve addition and subtraction problems using a math tool.	Student sometimes solves doubles facts and combinations of 10 to help them solve other addition and subtraction but lacks fluency.	Student consistently uses doubles facts and combinations of 10 to help them solve other addition and subtraction facts within 20.	Student consistently and independently uses doubles facts and combinations of 10 to help them solve other addition and subtraction facts within 20 and can explain their strategy and why it works.
3	With prompting and support, student is able to solve addition and subtraction facts within 20 using a math tool.	Student sometimes: <ul style="list-style-type: none"> <li>uses counting back strategy to solve subtraction facts; and</li> <li>solves addition and subtraction facts within 20 accurately.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses think addition, counting up, and counting back strategies to solve subtraction facts; and</li> <li>solves addition and subtraction facts within 20 fluently and accurately.</li> </ul>	Student consistently and independently uses think addition, counting up, and counting back strategies to solve subtraction facts and explains why they chose a strategy.

### Works with addition and subtraction equations

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"> <li>solve addition number stories but cannot represent it using a number model; and</li> <li>find the unknown number of hops between two numbers using a math tool but lacks accuracy.</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>represents addition number stories using number models that include a symbol for the unknown value; and</li> <li>finds the unknown number of hops between two numbers only using a number line.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>represents number stories using number models that include a symbol for the unknown value; and</li> <li>finds the unknown number of hops between two numbers.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>represents number stories using number models that include a symbol for the unknown value; and</li> <li>finds the unknown number of hops between two numbers mentally.</li> </ul>
2	With prompting and support, student is able to see the equal sign as "what's the answer?".	Student sometimes: <ul style="list-style-type: none"> <li>solves addition and subtraction facts but struggles with missing number in different positions; and</li> <li>identifies true and false number sentences.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>explains the meaning of the equal sign; and</li> <li>identifies true and false number sentences containing addition and subtraction facts within 10.</li> </ul>	Student consistently and independently identifies true and false number sentences containing addition and subtraction facts within 10 using reasoning and number sense and does not have to compute.
3	With prompting and support, student is able to state a rule for a pattern using both counting language.	Student sometimes: <ul style="list-style-type: none"> <li>finds an unknown rule relating two numbers; and</li> <li>continues number pattern using rule but has computational errors.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>finds an unknown rule relating two numbers and describes that relationship with a number sentence; and</li> <li>continues number pattern using rule.</li> </ul>	Student consistently and independently recognizes that there are sometimes more than one way to explain a number pattern.

### Extends the counting sequence

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"> <li>count up by 1's starting at numbers less than 120;</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>counts up by 1's starting at numbers less than 100;</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>counts up by 1's starting at numbers less than 120;</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>counts up by 1's starting at numbers more than 120;</li> </ul>
2	<ul style="list-style-type: none"> <li>count and represent a number of objects less than 120 with a written numeral;</li> <li>extend number patterns within 120 (i.e. understands numbers in the same column on a number grid have the same ones digit, etc.); and</li> </ul>	<ul style="list-style-type: none"> <li>counts and represents a number of objects less than 100 with a written numeral;</li> <li>extends number patterns within 100 (i.e. understands numbers in the same column on a number grid have the same ones digit, etc.); and</li> </ul>	<ul style="list-style-type: none"> <li>counts and represents a number of objects less than 120 with a written numeral;</li> <li>extends number patterns within 120 (i.e. understands numbers in the same column on a number grid have the same ones digit, etc.); and</li> </ul>	<ul style="list-style-type: none"> <li>counts and represents a number of objects more than 120 with a written numeral;</li> <li>extends number patterns above 120 (i.e. understands numbers in the same column on a number grid have the same ones digit, etc.); and</li> </ul>
3	<ul style="list-style-type: none"> <li>Count by 1s to add and subtract on the number line and/or number grid but lacks accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>counts by 1s to add and subtract on the number line and/or number grid.</li> </ul>	<ul style="list-style-type: none"> <li>uses skip counting to add and subtract on the number line and/or number grid.</li> </ul>	<ul style="list-style-type: none"> <li>uses skip counting to add and subtract mentally.</li> </ul>

### Understands place value

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to tell which of two numbers (less than 15) is larger using a number line if necessary.	Student sometimes: <ul style="list-style-type: none"> <li>counts up/back by 1s to find 10 more or 10 less and counts by 1s to count tally marks; and</li> <li>compares the value of two numbers less than 15.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses tally marks to represent numbers and counts tally marks to identify quantities;</li> <li>uses a number grid patterns to find 10 more or 10 less than a number; and</li> <li>compares the value of two numbers less than 20.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>mentally finds 10 more or 10 less than a number; and</li> <li>compares the value of two numbers greater than 20.</li> </ul>
2	With prompting and support, student is able to identify the larger number given two numbers but does not yet understand a number is composed of tens and ones.	Student sometimes: <ul style="list-style-type: none"> <li>uses &lt;, &gt;, and = to record comparisons of numbers but confuse &lt;, &gt;;</li> <li>identifies and represents the two-digit number with tens and ones using base 10 block manipulatives; and</li> <li>understands the concept of tens and ones but confuses the placement/value of the digits.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>uses &lt;, &gt;, and = to record comparisons of numbers;</li> <li>identifies and represents the two-digit number with tens and ones; and</li> <li>tells the value of each digit in a two-digit number.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>writes number sentences to correspond to given relation symbols; and</li> <li>identifies the 2-digit number with tens and ones in various ways and can explain similarities.</li> </ul>
3	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>use a number grid to solve number grid puzzles but inability to use number grid properly impedes accuracy;</li> <li>use manipulatives to record comparisons of two digit numbers using the symbols &lt;, &gt;, and =; and</li> <li>identify 2-digit numbers with tens and ones.</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>uses a number grid to solve number grid puzzles;</li> <li>uses place value understanding to record comparisons of two digit numbers using the symbols &lt;, &gt;, and =; and</li> <li>identifies and represents 2-digit numbers with tens and ones in various ways.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>applies place value understanding to solve number grid puzzles;</li> <li>uses place value understanding to explain and record comparisons of two digit numbers using the symbols &lt;, &gt;, and =; and</li> <li>identifies and represents 2-digit numbers with tens and ones in various ways and can explain similarities.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>applies place value understanding to solve number grid puzzles above 200; and</li> <li>uses place value understanding to explain and record comparisons of 3-digit numbers using the symbols &lt;, &gt;, and =.</li> </ul>

### 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	Not evaluated at this time.			
2	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>add within 100 using tools but lacks accuracy;</li> <li>find the difference between two-digit multiples of 10 using number grid counting by 1s but lacks accuracy; and</li> <li>use a number grid to find 10 more or 10 less than a number counting by 1s but lacks accuracy.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>adds within 100 using tools;</li> <li>finds the difference between two-digit multiples of 10 using number grid counting by 1s; and</li> <li>uses a number grid to find 10 more or 10 less than a number counting by 1s.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>adds within 100 using tools, drawings and/or strategies based on place value;</li> <li>finds the difference between two-digit multiples of 10 using tools; and</li> <li>uses a number grid to find 10 more or 10 less than a number.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>mentally finds 10 more or 10 less than a two digit number;</li> <li>subtracts multiples of 10 from multiples of 10 within 100 and explains their strategies; and</li> <li>adds within 100, relate to a number model and explains their strategies.</li> </ul>
3	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>add within 100 using tools;</li> <li>find the difference between two-digit multiples of 10 using number grid counting by 1s; and</li> <li>use a number grid to find 10 more or 10 less than a number counting by 1s.</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>adds within 100 using tools, drawings and/or strategies based on place value;</li> <li>finds the difference between two-digit multiples of 10 using tools; and</li> <li>uses a number grid to find 10 more or 10 less than a number.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>mentally finds 10 more or 10 less than a two digit number;</li> <li>subtracts multiples of 10 from multiples of 10 within 100 and explains their strategies; and</li> <li>adds within 100, relates to a number model and explains their strategies.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>mentally finds 10 more or 10 less than a 3-digit number;</li> <li>subtracts multiples of 10 from multiples of 10 within 200 and explains their strategies; and</li> <li>adds within 200, relates to a number model and explains their strategies.</li> </ul>

### Measures lengths indirectly and by iterating length units

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	Not evaluated at this time.			
2	<p>With prompting and support, student is able to:</p> <ul style="list-style-type: none"> <li>measure the length of an object with non-standard units when reminded of and guided to follow measurement rules; and</li> <li>directly order three objects by length when given the opportunity to manipulate objects but struggles with math language (i.e. shorter, longer, in between...).</li> </ul>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>measures the length of an object with non-standard units but does not follow all measurement rules;</li> <li>measures a crooked path with base-10 cubes but lacks precision; and</li> <li>directly orders three objects by length when given the opportunity to manipulate objects.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>measures the length of an object with non-standard units using measurement rules;</li> <li>measures a crooked path with base-10 cubes; and</li> <li>directly orders three objects by length.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>estimates and measures the length of an object with non-standard units using measurement rules;</li> <li>estimates and measures a crooked path with base-10 cubes; and</li> <li>directly orders more than three objects by length.</li> </ul>
3	<p>With prompting and support, student is able to measure the length of an object with non-standard units but does not follow all measurement rules.</p>	<p>Student sometimes:</p> <ul style="list-style-type: none"> <li>measures length of an object using one same size unit to iterate but struggles with accuracy; and</li> <li>identifies errors in measuring an object.</li> </ul>	<p>Student consistently:</p> <ul style="list-style-type: none"> <li>measures length of an object using one same size unit to iterate; and</li> <li>identifies and explains errors in measuring an object.</li> </ul>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> <li>makes connection between non-standard units of measurement and use of ruler; and</li> <li>creates and uses a ruler to measure objects.</li> </ul>



### Tells and writes time

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 understand that clocks measure time.	Student sometimes tells and shows time to the hour on a digital clock.	Student consistently tells and shows time to the hour on an hour-hand only analog clock.	Student consistently and independently: <ul style="list-style-type: none"> <li>tells and shows time to the hour on an analog clock with both the hour and minute hands; and</li> <li>tells and shows time to the half hour on the digit and analog clock.</li> </ul>
3	With prompting and support, student is able to tell and show time to the hour on a digital clock.	Student sometimes tells and shows time to the hour on an hour-hand only analog clock.	Student consistently: <ul style="list-style-type: none"> <li>tells and shows time to the hour on an analog clock with both the hour and minute hands; and</li> <li>tells and shows time to the half hour on the digit and analog clock.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>tells and shows time to the half hour on an analog clock with both the hour and minute hands;</li> <li>identifies that each numeral on an analog clock represents 5 minutes; and</li> <li>adds and subtracts hours.</li> </ul>

### Represents and interprets data

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is able to Interpret a tally chart.	Student sometimes reads the number of data points in each category of a tally chart but cannot answer simple questions.	Student consistently: <ul style="list-style-type: none"> <li>reads the number of data points in each category of a tally chart; and</li> <li>answers simple questions about a tally chart.</li> </ul>	Student consistently and independently creates simple questions about a tally chart.
2	With prompting and support, student is able to read the number of data points in each category of a tally chart but cannot answer simple questions.	Student sometimes: <ul style="list-style-type: none"> <li>reads the number of data points in each category of a tally chart; and</li> <li>answers simple questions about a tally chart.</li> </ul>	Student consistently answers questions about total number of data points in one of several categories of a tally chart or bar graph.	Student consistently and independently represents and answers questions about data in bar graphs and tally charts.
3	With prompting and support, student is able to: <ul style="list-style-type: none"> <li>read the number of data points in each category of a tally chart; and</li> <li>answer simple questions about a tally chart.</li> </ul>	Student sometimes answers questions about total number of data points in one of several categories of a tally chart or bar graph.	Student consistently represents and answers questions about data in bar graphs and tally charts.	Student consistently and independently: <ul style="list-style-type: none"> <li>predicts and then collects and analyzes data for a question they ask their classmates; and</li> <li>makes and labels bar graphs to display data.</li> </ul>

### 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"> <li>name attributes of two dimensional shapes but does not understand defining vs non defining attributes;</li> <li>partition shapes into two and four shares, but the shares may not be of equal size; and</li> <li>identify composite shapes from two dimensional shapes.</li> </ul>	Student sometimes: <ul style="list-style-type: none"> <li>names defining attributes of two dimensional shapes;</li> <li>partitions shapes into two and four equal shares, but cannot describe the shares;</li> <li>understands that making more equal shares results in smaller shares when given a concrete model; and</li> <li>constructs composite shapes from two dimensional shapes.</li> </ul>	Student consistently: <ul style="list-style-type: none"> <li>names defining attributes of two and three dimensional shapes;</li> <li>partitions shapes into two or four equal shares, describe the shares;</li> <li>understand that making more equal shares results in smaller shares; and</li> <li>constructs composite shapes from two and three dimensional shapes.</li> </ul>	Student consistently and independently: <ul style="list-style-type: none"> <li>uses tools to solve real world problems about sharing collections of objects equally; and</li> <li>constructs regular polyhedrons such as cubes, prisms and pyramids.</li> </ul>