

**GRADE 3 STANDARDS-BASED REPORT CARD GRADING BENCHMARKS
NEW MILFORD PUBLIC SCHOOL DISTRICT 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 K or below.	Student is reading at Level L or M.	Student is reading at Level N.	Student is reading at Level O or above.
2	Student is reading at Level M or below.	Student is reading at Level N.	Student is reading at Level O.	Student is reading at Level P or above.
3	Student is reading at Level N or below.	Student is reading at Level O.	Student is reading at Level P.	Student is reading at Level Q 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: <ul style="list-style-type: none"> • apply grade-level phonics or word analysis skills in decoding or encoding words; • identify the meaning of the most common prefixes or derivational suffixes; or • decode words with common Latin suffixes. 	With support, student sometimes: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; and • decodes words with common Latin suffixes. 	Student consistently: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; and • decodes words with common Latin suffixes. 	Student consistently and independently: <ul style="list-style-type: none"> • knows and applies above-grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • apply grade-level phonics or word analysis skills in decoding or encoding words; • identify the meaning of the most common prefixes or derivational suffixes; • decode words with common Latin suffixes; • decode multi-syllable words; or • read grade-appropriate irregularly spelled words. 	Student consistently: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words. 	Student consistently: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words. 	Student consistently and independently: <ul style="list-style-type: none"> • knows and applies above-grade-level phonics and word analysis skills in decoding and encoding words; and • 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.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> • apply grade-level phonics or word analysis skills in decoding or encoding words; • identify the meaning of the most common prefixes or derivational suffixes; • decode words with common Latin suffixes; • decode multi-syllable words; or • read grade-appropriate irregularly spelled words. 	Student consistently: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words. 	Student consistently: <ul style="list-style-type: none"> • knows and applies grade-level phonics and word analysis skills in decoding and encoding words; • identifies and knows the meaning of the most common prefixes and derivational suffixes; • decodes words with common Latin suffixes; • decodes multi-syllable words; and • reads grade-appropriate irregularly spelled words. 	Student consistently and independently: <ul style="list-style-type: none"> • knows and applies above-grade-level phonics and word analysis skills in decoding and encoding words; and • 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.

Reads with accuracy and fluency to support comprehension

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

Demonstrates comprehension of texts

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to : <ul style="list-style-type: none"> demonstrate a literal understanding of stories or informational texts; ask or answer questions, or makes relevant connections to demonstrate understanding of a text; recount stories or determine the central message/theme, lesson, or moral or explain how it is revealed through key details in the text; describe the characters in a story (e.g., their traits, motivations, or feelings) or explain how their actions contribute to the plot; determine the main idea of a text, recount the key details or explain how they support the main idea; or describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, or cause/effect. 	With support, student sometimes: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; asks and answers questions, and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; recounts stories and determines the central message/theme, lesson, or moral and explains how it is revealed through key details in the text; describes the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the plot; determines the main idea of a text, recounts the key details and explains how they support the main idea; and describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	Student consistently: <ul style="list-style-type: none"> demonstrates a literal understanding of stories and informational texts; asks and answers questions, and makes relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers; recounts stories and determines the central message/theme, lesson, or moral and explains how it is revealed through key details in the text; describes the characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the plot; determines the main idea of a text, recounts the key details and explains how they support the main idea; and describes the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. 	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> demonstrates a strong literal understanding of stories and informational texts; refers to details and examples in a text and makes relevant connections when explaining what the text says explicitly and when drawing inferences from the text; determines a theme of a story, drama, or poem from details in the text and summarizes the text; describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions); determines the main idea of a text and explains how it is supported by key details and summarizes the text; and explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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 or rarely able to: <ul style="list-style-type: none"> • infer story elements, including character traits, feelings, setting, etc.; • determine the meaning of words or phrases as they are used in a text; • refer to parts of stories when writing or speaking about a text, using terms such as chapter or scene; 	With support, student sometimes: <ul style="list-style-type: none"> • infers story elements, including character traits, feelings, setting, etc.; • determines the meaning of words and phrases as they are used in a text; • refers to parts of stories when writing or speaking about a text, using terms such as chapter and scene; 	Student consistently: <ul style="list-style-type: none"> • infers story elements, including character traits, feelings, setting, etc.; • determines the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language; 	In above-grade-level texts, student consistently and independently: <ul style="list-style-type: none"> • infers story elements, including character traits, feelings, setting, etc.; • determines the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature;
2	<ul style="list-style-type: none"> • distinguish their own point of view from that of the narrator or those of the characters; or • compare the central message/theme, lesson, and/ or moral of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> • distinguishes their own point of view from that of the narrator or those of the characters; and • compares the central message/theme, lesson, and/ or moral of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> • refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; • distinguishes their own point of view from that of the narrator or those of the characters; and 	<ul style="list-style-type: none"> • explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text;
3			<ul style="list-style-type: none"> • compares, contrasts and reflects on the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). 	<ul style="list-style-type: none"> • compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations; and • compares, contrasts and reflects on stories in the same genre (e.g., mysteries and adventure stories) and on their approaches to similar themes and topics.

NEW MILFORD

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"> • write narratives to develop real or imagined experiences or events by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, or organizing an event sequence; ○ using description of actions, thoughts or feelings to develop experiences or events or show the response of characters to situations; ○ using temporal words or phrases to signal event order; or ○ providing a sense of closure. 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence; ○ using description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; and ○ providing a sense of closure. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; and ○ providing a sense of closure. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear even sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, or organizing an event sequence; ○ using description of actions, thoughts or feelings to develop experiences or events or show the response of characters to situations; ○ using temporal words or phrases to signal event order; or ○ providing a sense of closure; or • write informative/explanatory texts to examine a topic or convey ideas or information by... <ul style="list-style-type: none"> ○ introducing a topic or including text features (e.g. illustrations, diagrams, captions); ○ developing the topic with facts, definitions, or details; or ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence; ○ using description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; and ○ providing a sense of closure; and • writes informative/explanatory texts to examine a topic and convey ideas and information by... <ul style="list-style-type: none"> ○ introducing a topic and including text features (e.g. illustrations, diagrams, captions) when useful to support comprehension; ○ developing the topic with facts, definitions, and details; and ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; ○ providing a sense of closure; and • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... <ul style="list-style-type: none"> ○ introducing a topic clearly, grouping related information together, and including text features (e.g. illustrations, diagrams, captions) when useful to support comprehension; ○ developing the topic with facts, definitions, and details; and ○ providing a conclusion. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique descriptive details, and clear event sequences, by... <ul style="list-style-type: none"> ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; ○ providing a conclusion that follows from the narrated experiences or events; and • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... <ul style="list-style-type: none"> ○ introducing a topic clearly, grouping related information in paragraphs and sections, and including formatting (e.g., headings), illustrations and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented.

<p>3</p>	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events by... ○ establishing a situation, introducing a narrator and/or characters, or organizing an event sequence; ○ using description of actions, thoughts or feelings to develop experiences or events or show the response of characters to situations; ○ using temporal words or phrases to signal event order; or ○ providing a sense of closure; • write informative/explanatory texts to examine a topic or convey ideas or information by... ○ introducing a topic or including text features (e.g. illustrations, diagrams, captions); ○ developing the topic with facts, definitions, or details; or ○ providing a conclusion; or • write opinion pieces on topics or texts, supporting a point of view with reasons by... ○ introducing a topic or text or stating an opinion; ○ providing reasons that support the opinion; ○ using linking words or phrases (e.g., because, therefore, since, for example); to connect opinion or reasons; or ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, details, and event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence; ○ using description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; and ○ providing a sense of closure; and • writes informative/explanatory texts to examine a topic and convey ideas and information by... ○ introducing a topic and including text features (e.g. illustrations, diagrams, captions) when useful to support comprehension; ○ developing the topic with facts, definitions, and details; and ○ providing a conclusion; and • writes opinion pieces on topics or texts, supporting a point of view with reasons by... ○ introducing a topic or text and stating an opinion; ○ providing reasons that support the opinion; ○ using linking words and phrases (e.g., because, therefore, since, for example); to connect opinion and reasons; and ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; ○ using temporal words and phrases to signal event order; and ○ providing a sense of closure; • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... ○ introducing a topic clearly, grouping related information together, and including text features (e.g. illustrations, diagrams, captions) when useful to support comprehension; ○ developing the topic with facts, definitions, and details; and ○ providing a conclusion; and • writes opinion pieces on topics or texts, supporting a point of view with reasons by... ○ introducing a topic or text, stating an opinion, and creating an organizational structure that lists reasons; ○ providing reasons that support the opinion; ○ using linking words and phrases (e.g., because, therefore, since, for example); to connect opinion and reasons; and ○ providing a conclusion. 	<p>Student consistently:</p> <ul style="list-style-type: none"> • writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences, by... ○ establishing a situation, introducing a narrator and/or characters, and organizing an event sequence that unfolds naturally; ○ using dialogue and description to develop experiences and events or show the responses of characters to situations; ○ using a variety of transitional words and phrases to manage the sequence of events; ○ using concrete words and phrases and sensory details to convey experiences and events precisely; and ○ providing a conclusion that follows from the narrated experiences or events; • writes informative/explanatory texts to examine a topic and convey ideas and information clearly by... ○ introducing a topic clearly, grouping related information in paragraphs and sections, and including formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension; ○ developing the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic; ○ linking ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>); ○ using precise language and domain-specific vocabulary to inform about or explain the topic; and ○ providing a conclusion related to the information of explanation presented; and • writes opinion pieces on topics or texts, supporting a point of view with reasons and information by... ○ introducing a topic or text clearly, stating an opinion, and creating an organizational structure in which related ideas are grouped to support the writer's purpose; ○ providing reasons that are supported by facts from texts and/or other sources; ○ linking opinion and reasons using words and phrases (e.g., for instance, in order to in addition); and ○ providing a conclusion related to the opinion presented.
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Produces writing in which the development and organization are appropriate to task and purpose

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"> 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; 	With support, student sometimes: <ul style="list-style-type: none"> 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; determines text type for a specific task and/or purpose; and organizes text to task and/or purpose. 	Student consistently: <ul style="list-style-type: none"> 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; determines appropriate text type for a specific task and/or purpose; and organizes text appropriately to task and/or purpose. 	Student consistently and independently: <ul style="list-style-type: none"> 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; determines appropriate text type for a specific task, purpose, and/or audience; and organizes text appropriately to task, purpose, and/or audience.
2				
3	<ul style="list-style-type: none"> determine text type for a specific task or purpose; or organize text to task or purpose. 			

Develops writing by planning, revising, and editing

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

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"> conduct short research projects that build knowledge about a topic; or 	With support, student sometimes: <ul style="list-style-type: none"> conducts short research projects that build knowledge about a topic; and recalls information from experiences, gathers information from sources, and takes brief notes on sources. 	Student consistently and independently: <ul style="list-style-type: none"> conducts short research projects that build knowledge about a topic; and recalls information from experiences, gathers information from print and digital sources, takes brief notes on sources, and sorts evidence into provided categories. 	Student consistently and independently: <ul style="list-style-type: none"> conducts short research projects that build knowledge through investigation of different aspects of a topic; recalls relevant information from experiences or gathers relevant information from print and digital sources, takes notes and categorizes information, and provides a list of sources; and draws evidence from literary or informational texts to support analysis, reflection, and research.
2	<ul style="list-style-type: none"> recall information from experiences, gather information from sources, or take notes on sources. 			
3				

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"> engage in collaborative discussions (one-on-one, in groups, or teacher-led); draw on previously read text or material or other information known about the topic to explore ideas under discussion; 	With support, student sometimes: <ul style="list-style-type: none"> engages in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about grade-level topics and texts; draws on previously read text or material and other information known about the topic to explore ideas under discussion; 	Student consistently: <ul style="list-style-type: none"> 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; 	Student consistently and independently: <ul style="list-style-type: none"> engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) about above-grade-level topics and texts, building on others' ideas and expressing their own clearly;
2	<ul style="list-style-type: none"> follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics or texts under discussion); ask questions to check understanding of information presented; or 	<ul style="list-style-type: none"> follows agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); asks questions to check understanding of information presented; and 	<ul style="list-style-type: none"> explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion; follows agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion); 	<ul style="list-style-type: none"> explicitly draws on previously read text or material and other information known about the topic to explore ideas under discussion; follows agreed-upon rules for discussions and carries out assigned roles;
3	<ul style="list-style-type: none"> explain own ideas or understanding in light of the discussion. 	<ul style="list-style-type: none"> explains own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> asks questions to check understanding of information presented, stays on topic, and links comments to the remarks of others; and explains own ideas and understanding in light of the discussion. 	<ul style="list-style-type: none"> poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and link to the remarks of others; and reviews key ideas expressed and explains their own ideas and understanding in light of the discussion.

Determines the main ideas and supporting details from text read aloud

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"> determine the main ideas of a text read aloud or information presented; or ask questions about information from a speaker. 	With support, student sometimes: <ul style="list-style-type: none"> determines the main ideas and supporting details of a text read aloud and information presented; and asks questions about information from a speaker. 	Student consistently: <ul style="list-style-type: none"> determines the main ideas and supporting details of a text read aloud and information presented in diverse media and formats; and asks and answers questions about information from a speaker, offering appropriate elaboration and detail. 	Student consistently and independently: <ul style="list-style-type: none"> paraphrases portions of a text read aloud or information presented in diverse media and formats; and identifies the reasons and evidence a speaker provides to support particular points.
2				
3				

Presents information with appropriate facts and relevant details

Tri	1 – Not Yet Meeting Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
1	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> report on a topic or text, tell a story, or recount an experience with facts or details; or use multimedia or add visual displays to enhance facts or details. 	With support, student sometimes: <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience with facts and details, speaking at an understandable pace; and uses multimedia to demonstrate fluid reading and adds visual displays to enhance certain facts or details. 	Student consistently: <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace; and uses multimedia to demonstrate fluid reading at an understandable pace and adds visual displays when appropriate to emphasize or enhance certain facts or details. 	Student consistently and independently: <ul style="list-style-type: none"> reports on a topic or text, tells a story, or recounts an experience using appropriate facts and relevant, descriptive details to support main ideas or themes and speaks clearly at an understandable pace; and adds audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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"> explain the function of nouns, pronouns, verbs, adjectives, or adverbs; form or use regular or irregular plural nouns; use abstract nouns (e.g., childhood); form or use regular or irregular verbs; form or use the simple (e.g., I walked; I walk; I will walk) verb tenses; ensure subject-verb or pronoun antecedent agreement; form comparative or superlative adjectives or adverbs; use coordinating or subordinating conjunctions; or produce simple, compound, or complex sentences. 	With support, student sometimes: <ul style="list-style-type: none"> explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general; forms and uses regular and irregular plural nouns; uses abstract nouns (e.g., childhood); forms and uses regular and irregular verbs; forms and uses the simple (e.g., I walked; I walk; I will walk) verb tenses; ensures subject-verb and pronoun antecedent agreement; forms comparative and superlative adjectives and adverbs; uses coordinating and subordinating conjunctions; and produces simple, compound, and complex sentences. 	Student consistently: <ul style="list-style-type: none"> explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences; forms and uses regular and irregular plural nouns; uses abstract nouns (e.g., childhood); forms and uses regular and irregular verbs; forms and uses the simple (e.g., I walked; I walk; I will walk) verb tenses; ensures subject-verb and pronoun antecedent agreement; forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified; uses coordinating and subordinating conjunctions; and produces simple, compound, and complex sentences. 	Student consistently and independently: <ul style="list-style-type: none"> uses relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>); forms and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses; uses modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions; orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>); forms and uses prepositional phrases; produces complete sentences, recognizing and correcting inappropriate fragments and run-ons; and correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i>).
2				
3				

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"> capitalize appropriate words in titles; use commas in addresses; use commas or quotation marks in dialogue; form possessives; use conventional spelling for grade-level high-frequency words; use spelling patterns or generalizations in writing words; or consult reference materials. 	With support, student sometimes: <ul style="list-style-type: none"> capitalizes appropriate words in titles; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for grade-level high-frequency words; uses spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words; and consults reference materials. 	Student consistently: <ul style="list-style-type: none"> capitalizes appropriate words in titles; uses commas in addresses; uses commas and quotation marks in dialogue; forms and uses possessives; uses conventional spelling for grade-level high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>); uses spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words; and consults reference materials, including beginning dictionaries, as needed to check and correct spellings. 	Student consistently and independently: <ul style="list-style-type: none"> uses correct capitalization; uses commas and quotation marks to mark direct speech and quotations from a text; uses commas before a coordinating conjunction in a compound sentence; and spells above-grade-level words correctly, consulting references as needed.
2				
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"> determine the meaning of unknown words or phrases based on grade-level reading or content; use sentence-level context as a clue to the meaning of a word or phrase; determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); 	<p>With support, student sometimes:</p> <ul style="list-style-type: none"> determines the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content; uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); uses glossaries or beginning dictionaries to determine the meaning of key words and phrases; demonstrates understanding of figurative language, word relationships and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); and distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	<p>Student consistently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies; uses sentence-level context as a clue to the meaning of a word or phrase; determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat); uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases; demonstrates understanding of figurative language, word relationships and nuances in word meanings; distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps); identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful); and distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on above-grade-level reading and content, choosing flexibly from a range of strategies; uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase; uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph); 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; demonstrates understanding of figurative language, word relationships, and nuances in word meanings; explains the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context; recognizes and explains the meaning of common idioms, adages, and proverbs; and demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
2	<ul style="list-style-type: none"> use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion); use glossaries or beginning dictionaries to determine the meaning of key words or phrases; demonstrates understanding of figurative language, word relationships or nuances in word meanings; distinguish the literal and nonliteral meanings of words or phrases in context (e.g., take steps); 			
3	<ul style="list-style-type: none"> identify real-life connections between words and their use (e.g., describe people who are friendly or helpful); or distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). 			

MATHEMATICS

Represents and solves problems

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"> recognize multiplication as equal groups or arrays; or make sense of or represent one-step number stories involving addition and subtraction by using drawings. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> interprets multiplication in terms of equal groups by drawing arrays or equal groups to match number stories; recognizes division problems; solves word problems in situations involving equal groups and arrays by using drawings to represent the problems; and makes sense of and represents one-step number stories involving addition and subtraction. 	<p>Student consistently:</p> <ul style="list-style-type: none"> interprets multiplication in terms of equal groups by drawing arrays or equal groups and writing number models; uses drawings to interpret whole number quotients of whole numbers; solves word problems in situations involving equal groups and arrays by using drawings, repeated addition, or skip counting to represent the problem; and makes sense of and represents two-step number stories involving addition and subtraction. 	<p>Student consistently and independently uses multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement qualities by using drawings and equations.</p>
2	<p>With prompting and support, student is unable or rarely able to solve word problems in situations involving equal groups or arrays by using drawings to represent the problems (no equations).</p>	<p>Student sometimes solves word problems in situations involving equal groups and arrays by using drawings, repeated addition, or skip counting to represent the problem (no equations).</p>	<p>Student consistently uses multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement qualities by using drawings and equations.</p>	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> interprets products of whole numbers; interprets whole number quotients of whole numbers; uses multiplication and division within 100 to solve word problems; and determines the unknown whole number in multiplication or division number stories relating three whole numbers.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> solve word problems in situations involving multiplication by using drawings, repeated addition, or skip counting to represent the problem; or determine the unknown whole number in multiplication number stories by drawing pictures. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> uses division within 100 to solve word problems by using drawings and equations; uses multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement qualities by using drawings and equations; and determines the unknown whole number in multiplication or division number stories by drawing pictures. 	<p>Student consistently:</p> <ul style="list-style-type: none"> interprets products of whole numbers; interprets whole number quotients of whole numbers; uses multiplication and division within 100 to solve word problems; and determines the unknown whole number in multiplication or division number stories relating three whole numbers using fact families. 	<p>Student consistently and independently makes sense of addition, subtraction, multiplication, and division multi-step number stories and estimates to generate a reasonable answer to a problem before solving.</p>

Understands properties of multiplication and the relationship between multiplication and division

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 recognize the turn-around rule in addition.	Student sometimes recognizes the turn-around rule.	Student consistently: <ul style="list-style-type: none"> uses the turn-around rule as a strategy; and uses the multiplication property of 1 and 0 as a strategy. 	Student consistently and independently: <ul style="list-style-type: none"> uses adding a group and subtracting a group, doubling and break-apart as strategies to multiply; and determines the unknown whole number in multiplication equations relating three whole numbers.
2	With prompting and support, student is unable or rarely able to multiply using repeated addition or counting strategies.	Student sometimes: <ul style="list-style-type: none"> uses adding a group and subtracting a group as strategies to multiply; and determines the unknown product in multiplication equations relating three whole numbers. 	Student consistently: <ul style="list-style-type: none"> uses adding a group and subtracting a group, doubling and break-apart as strategies to multiply; and determines the unknown whole number in multiplication equations relating three whole numbers. 	Student consistently and independently: <ul style="list-style-type: none"> applies properties of operations as strategies to multiply and divide; and understands division as an unknown fact problem.
3	With prompting and support, student is unable or rarely able to begin using strategies to multiply.	Student sometimes: <ul style="list-style-type: none"> uses adding a group and subtracting a group, doubling and break-apart as strategies to multiply; and draws pictures to solve division problems. 	Student consistently: <ul style="list-style-type: none"> applies properties of operations as strategies to multiply and divide; and understands division as an unknown factor problem. 	Student consistently and independently applies properties of operations as strategies to multiply and divide multi-digit whole numbers.

Multiplies and divides within 100

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: Multiplies using tools for all products of 1-digit numbers and 2 and 10	Student sometimes Fluently multiply using strategies for all products of 1-digit numbers and 2 and 10	Student consistently Fluently multiply using strategies for all products of 1-digit numbers and 1,2,5 and 10	Student consistently and independently Multiplies within 100 using strategies including adding and/or subtracting a group
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use tools to multiply all products of one-digit numbers and 10; or multiply within 100 using repeated addition. 	Student sometimes: <ul style="list-style-type: none"> uses strategies to multiply all products of one-digit numbers and 10; multiplies within 100 when visual support is provided; and uses strategies for all square products and products of one digit numbers and 1, 2, 5, and 10. 	Student consistently: <ul style="list-style-type: none"> knows from memory all products of one-digit numbers and 10; multiplies within 100 using strategies such as adding and/or subtracting a group, doubling and breaking apart; and recalls from memory all square products and products of one digit numbers and 1, 2, 5, and 10. 	Student consistently and independently: <ul style="list-style-type: none"> multiplies and divides within 100 with fluency from memory; and recalls from memory all square products and products of one digit numbers and 0,1, 2, 3, 5, 9 and 10 in order to fluently multiply and divide within 100.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> use strategies to multiply all products of one-digit numbers or 10; multiply within 100 when visual support is provided; or use strategies for all square products or products of one digit numbers and 1, 2, 5, and 10. 	Student sometimes: <ul style="list-style-type: none"> multiplies within 100 using strategies such as adding and/or subtracting a group, doubling and breaking apart; recalls from memory all square products and products of one digit numbers and 1, 2, 5, and 10; and uses multiplication facts to solve division facts. 	Student consistently: <ul style="list-style-type: none"> multiplies and divides within 100 with fluency from memory; and recalls from memory all square products and products of one digit numbers and 0,1, 2, 3, 5, 9 and 10 in order to fluently multiply and divide within 100. 	Student consistently and independently: <ul style="list-style-type: none"> uses strategies to solve multi-digit multiplication problems; and recalls from memory all division facts within 100.

Solves problems involving the four operation, and identifies and explains patterns in arithmetic

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"> represent or solve one-step number stories involving addition or subtraction using tools; or estimate answer to problem. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> represents and solves two-step number stories involving addition and subtraction using tools; and estimates but does not use estimate to assess reasonableness. 	<p>Student consistently:</p> <ul style="list-style-type: none"> represents and solves two-step number involving addition and subtraction using strategies based on place value and/or the relationship between addition and subtraction; and assesses the reasonableness of answers using mental computation and estimation strategies. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> makes sense of and solves two-step number stories using the four operations and represents them using equations; assesses the reasonableness of answers using mental computation and estimation strategies including rounding; and identifies arithmetic patterns including patterns in the addition or multiplication table and number grid.
2	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> represent or solve two-step number stories involving addition or subtraction using tools; estimate but does not use estimate to assess reasonableness; or identify arithmetic patterns including patterns in the number grid. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> represents and solves two-step number involving addition and subtraction using strategies based on place value and/or the relationship between addition and subtraction; assesses the reasonableness of answers using mental computation and estimation strategies; and identifies basic arithmetic patterns such as multiples of 2, 5, 10. 	<p>Student consistently:</p> <ul style="list-style-type: none"> makes sense of and solves two-step number stories using the four operations and represents them using equations; assesses the reasonableness of answers using mental computation and estimation strategies including rounding; and identifies arithmetic patterns including patterns in the addition or multiplication table and number grid. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> identifies arithmetic patterns and explains them using properties of operations; solves two-step word problems using the four operations; represents these problems using equation with a letter standing for the unknown quantity; and assesses the reasonableness of answers using mental computation and estimation strategies including rounding.
3	<p>With prompting and support, student is unable or rarely able to:</p> <ul style="list-style-type: none"> represent or solve two-step number involving addition or subtraction using strategies based on place value and/or the relationship between addition and subtraction; assess the reasonableness of answers using mental computation or estimation strategies; or identify basic arithmetic patterns such as multiples of 2, 5, 10. 	<p>Student sometimes:</p> <ul style="list-style-type: none"> makes sense of and solves two-step number stories using the four operations and represents them using equations; assesses the reasonableness of answers using mental computation and estimation strategies including rounding; and identifies arithmetic patterns including patterns in the addition or multiplication table and number grid. 	<p>Student consistently:</p> <ul style="list-style-type: none"> identifies arithmetic patterns and explains them using properties of operations; solves two-step word problems using the four operations; represents these problems using equations with a letter standing for the unknown quantity; and assesses the reasonableness of answers using mental computation and estimation strategies including rounding. 	<p>Student consistently and independently:</p> <ul style="list-style-type: none"> creates and solves two-step word problem using the four operations; and predicts reasonable answers and revises process as needed.

Uses place value understanding and properties of operations to perform multi-digit arithmetic

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"> add or subtract within 100 using a number grid or strategies based on place value; or identify location of a number between two 10s but needs to write all numbers in between. 	Student sometimes: <ul style="list-style-type: none"> adds and subtracts within 1000 using a number grid and strategies based on place value; uses place value to round whole numbers to the nearest 10 for two-digit numbers using a number line/grid; and uses place value to round whole numbers to the nearest 100 or 3-digit numbers using a number line/grid. 	Student consistently: <ul style="list-style-type: none"> adds and subtracts within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies; uses place value to round whole numbers to the nearest 10 for two-digit numbers using an open number line; and uses place value to round whole numbers to the nearest 100 or 3-digit numbers using an open number line. 	Student consistently and independently: <ul style="list-style-type: none"> fluently adds within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction; and fluently subtracts within 1000 using counting up, expand and trade, trade first, or other strategies.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> add or subtract within 1000 using a number grid or strategies based on place value; use place value to round whole numbers to the nearest 10 for two-digit numbers using a number line/grid; or use place value to round whole numbers to the nearest 100 or 3-digit numbers using a number line/grid. 	Student sometimes: <ul style="list-style-type: none"> adds and subtracts within 1000 using partial-sums addition, and counting-up and expand-and-trade subtraction, or other strategies; uses place value to round whole numbers to the nearest 10 for two-digit numbers using an open number line; and uses place value to round whole numbers to the nearest 100 or 3-digit numbers using an open number line. 	Student consistently: <ul style="list-style-type: none"> fluently adds within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction; and fluently subtracts within 1000 using counting up, expand and trade, trade first, or other strategies. 	Student consistently and independently: <ul style="list-style-type: none"> fluently adds above 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction; and fluently subtracts above 1000 using counting up, expand and trade, trade first, or other strategies.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> multiply one digit whole numbers by 10 using repeated addition; or use place value to round whole numbers to the nearest 10 for two-digit numbers using an open number line. 	Student sometimes: <ul style="list-style-type: none"> multiplies one digit whole numbers by multiples of 10 in the range 10-90 using repeated addition; and uses open number to round whole numbers to the nearest 10 or 100. 	Student consistently: <ul style="list-style-type: none"> multiplies one digit whole numbers by multiples of 10 in the range 10-90; and uses place value understanding to round whole numbers to the nearest 10 or 100. 	Student consistently and independently: <ul style="list-style-type: none"> multiplies one digit whole numbers by two-digit whole numbers; and uses place value understanding to round whole numbers to any place value position

Develops understanding of fractions as numbers

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 unable or rarely able to identify unit fractions and non-unit fractions.	Student sometimes identifies unit fractions and non-unit fractions using pictures or fraction circles.	Student consistently identifies and represents unit fractions and non-unit fractions using pictures, words, or fraction circles.	Student consistently and independently identifies and represents unit fractions and non-unit fractions using fraction tools and standard notation.
3	With prompting and support, student is unable or rarely able to identify unit fractions or non-unit fractions using pictures or fraction circles.	Student sometimes: <ul style="list-style-type: none"> identifies and represents unit fractions and non-unit fractions using pictures, words, or fraction circles; understands a fraction as a number on a number line; and uses fraction tools to identify equivalent fractions with same numerator and/or same denominator. 	Student consistently: <ul style="list-style-type: none"> identifies and represents unit fractions and non-unit fractions using fraction tools and standard notation; understands a fraction as a number on a number line; locates and represents fractions on a number line; uses fraction tools to generate equivalent fractions with same numerator and/or same denominator; and expresses whole numbers as fractions. 	Student consistently and independently: <ul style="list-style-type: none"> compares unit fractions and non-unit fractions using fraction tools and standard notation; locates and represents fractions on a number line and understands that equivalent fractions are located in the same place on a number line; generates equivalent fractions using patterns; and expresses whole numbers as fractions in multiple ways.

Solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

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 tell or write time to the half hour.	Student sometimes: <ul style="list-style-type: none"> tells and writes time to quarter hours; and uses a number line to add time intervals in minutes within the same hour. 	Student consistently: <ul style="list-style-type: none"> tells and writes time to the nearest 5 minutes; and uses a number line to add time intervals in minutes. 	Student consistently and independently: <ul style="list-style-type: none"> tells and writes time to the nearest minute and measures time intervals in minutes; and solves word problems involving addition and subtraction of time intervals in minutes
2				
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> tell or write time to quarter hours; use a number line to add time intervals in minutes within the same hour; or understand the concept of liquid volume or mass of object. 	Student sometimes: <ul style="list-style-type: none"> tells and writes time to the nearest 5 minutes; uses a number line to add time intervals in minutes; measures liquid volumes and masses of objects using standard units; and adds and subtracts to solve one-step word problems involving masses or volumes that are given in the same units. 	Student consistently: <ul style="list-style-type: none"> tells and writes time to the nearest minute and measures time intervals in minutes; solves word problems involving addition and subtraction of time intervals in minutes; measures and estimates liquid volumes and masses of objects using standard units; and adds, subtracts, multiplies, or divides to solve one-step word problems involving masses or volumes that are given in the same units. 	Student consistently and independently: <ul style="list-style-type: none"> solves word problems involving addition, subtraction, multiplication and division of time intervals in minutes; and adds, subtracts, multiplies, or divides to solve multi-step word problems involving masses or volumes that are given in the same units.

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 unable or rarely able to: <ul style="list-style-type: none"> draw a picture graph or a bar graph (with single-unit scale) to represent a data set with up to two categories; or solve simple put-together and take-apart problems using information presented in a bar graph. 	Student sometimes: <ul style="list-style-type: none"> draws a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; and solves simple put-together, take-apart, and compare problems using information presented in a bar graph. 	Student consistently: <ul style="list-style-type: none"> represents a data set with several categories on a given scaled picture and bar graph; and uses information to solve one-step "how many more" and "how many less" problems. 	Student consistently and independently: <ul style="list-style-type: none"> measures lengths to the nearest half-inch; and represents the data on a line plot where the horizontal scale is marked off in whole numbers and halves.
2	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> draw a picture graph or a bar graph (with single-unit scale) to represent a data set with up to four categories; or solve simple put-together, take-apart, and compare problems using information presented in a bar graph. 	Student sometimes: <ul style="list-style-type: none"> represents a data set with several categories on a given scaled picture and bar graph; and uses information to solve one-step "how many more" and "how many less" problems. 	Student consistently: <ul style="list-style-type: none"> measures lengths to the nearest half-inch; and represents the data on a line plot where the horizontal scale is marked off in whole numbers and halves. 	Student consistently and independently: <ul style="list-style-type: none"> measures length using rulers marked with halves and fourths of an inch; and shows the data by making a line plot showing whole.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> represent a data set with several categories on a given scaled picture or bar graph; or use information to solve one-step "how many more" or "how many less" problems. 	Student sometimes: <ul style="list-style-type: none"> measures lengths to the nearest half-inch; and represents the data on a line plot where the horizontal scale is marked off in whole numbers and halves. 	Student consistently: <ul style="list-style-type: none"> measures length using rulers marked with halves and fourths of an inch; and shows the data by making a line plot showing whole numbers, halves, and fourths. 	Student consistently and independently: <ul style="list-style-type: none"> measures length using rulers marked with eighths of an inch; and shows the data by making a line plot showing whole numbers, halves, fourths, and eighths.

Understands concept of area and relates area to multiplication and addition

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 unable or rarely able to develop relationship between counting and measurement.	Student sometimes: <ul style="list-style-type: none"> recognizes area as an attribute of plane figures; and measures area by counting unit squares. 	Student consistently: <ul style="list-style-type: none"> finds the area of a rectangle with whole-number side lengths by tiling it; and recognizes that the area is the same as would be found by multiplying side lengths. 	Student consistently and independently: <ul style="list-style-type: none"> understands that “a unit square” can be used to measure area; understands that a plane figure can be covered without gaps or overlaps to find the area; recognizes that the area is the same as multiplying side lengths; and relates area to the operations of multiplication and addition.
3	With prompting and support, student is unable or rarely able to: <ul style="list-style-type: none"> recognize area as an attribute of plane figures; or measure area by counting unit squares. 	Student sometimes: <ul style="list-style-type: none"> finds the area of a rectangle with whole-number side lengths by tiling it; and recognizes that the area is the same as would be found by multiplying side lengths. 	Student consistently: <ul style="list-style-type: none"> understands that “a unit square” can be used to measure area; understands that a plane figure can be covered without gaps or overlaps to find the area; recognizes that the area is the same as multiplying side lengths; relates area to the operations of multiplication and addition; and finds areas of rectilinear figures by decomposing them into non-overlapping rectangles and adds the areas of the non-overlapping parts, applying this technique to solve real world problems. 	Student consistently and independently applies the area formulas for rectangles in real world and mathematical problems.

Recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures

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 unable or rarely able to understand concepts of area and perimeter.	Student sometimes confuses perimeter and area but can solve problems for both area and perimeter given side lengths.	Student consistently: <ul style="list-style-type: none"> solves problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length; and exhibits rectangles with the same perimeter and different areas or with the same area and different perimeters. 	Student consistently and independently: <ul style="list-style-type: none"> applies the perimeter formulas for rectangles in real world and mathematical problems; and evaluates various rectangles with the same area and/or perimeter and selects best one for given situation.
3				

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	With prompting and support, student is unable or rarely able to distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes.	Student sometimes recognizes and draws shapes having specified attributes, such as a given number of angles or a given number of equal faces.	Student consistently understands that shapes in different categories may share attributes.	Student consistently and independently: <ul style="list-style-type: none"> understands that shapes in different categories may share attributes and they can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; draws examples of quadrilaterals that do and do not belong to subcategories; and partitions shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole.
3	With prompting and support, student is unable or rarely able to recognize or draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.	Student sometimes understands that shapes in different categories may share attributes.	Student consistently: <ul style="list-style-type: none"> understands that shapes in different categories may share attributes and they can define a larger category; recognizes rhombuses, rectangles, and squares as examples of quadrilaterals; draws examples of quadrilaterals that do and do not belong to subcategories; and partitions shapes into parts with equal areas and expresses the area of each part as a unit fraction of the whole. 	Student consistently and independently: <ul style="list-style-type: none"> explains that shapes in different categories may share attributes and they can define a larger category; sorts shapes into different subcategories multiple ways; and partitions shapes into parts with equal areas in different ways and can explain why the areas are equal.