WENTZVILLE SCHOOL DISTRICT

Mr. Brian Bishop
Superintendent of Schools

Academic Services
Berrey Place Center

First Grade Report Card Scoring Guides

2026-2027

The Wentzville School District uses Proficiency Scales to provide clear, understandable feedback on your child's academic progress within the Board of Education approved curriculum. These scales explain the expectations of the WSD curricular standards which align to the Missouri Learning Standards. On the proficiency scales, you will find the report card indicator, along with the four levels of student performance for that specific indicator.

The report card explains student performance using the following four-point scale:

- **4 - Exceeds Expectations of Standard - Independently demonstrates in-depth inferences and applications and has accomplished significant mastery beyond what was explicitly taught.**
- **3 - Meets Expectations of Standard - Independently demonstrates understanding and application of the standard. The learner exhibits no major errors or omissions regarding any of the information or processes (simple or complex) that were explicitly taught.**
- **2.5 - Approaching Expectations of Standard - Independently demonstrates an understanding of the foundational skills and is progressing towards meeting the standard.**
- **2 - Developing Expectations of Standard - Independently demonstrates partial understanding of the standard and is developing the foundational skills necessary to meet expectations. Requires additional support and practice.**
- **1 - Below Expectations of Standard - With help, demonstrates a partial understanding of some of the simpler details and processes.**
- **NA - Not Assessed at this time**

The expected performance for all students is a "3," which signifies that they are meeting the expectations of the grade-level standard. However, it is important to recognize that all students learn at their own pace. Students that are not yet meeting expectations continue to have learning opportunities throughout the school year. We want to ensure a strong partnership by clearly communicating each child's academic journey. If you have any questions or need further explanations, don't hesitate to reach out to your child's teacher or principal. Your partnership in supporting your child's learning is truly appreciated.

English Language Arts

Reading

Decoding

1.RF.3.A.a/c/d/e/f Develop phonics in the reading process.

4

In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.

3

Students can develop phonics in the reading process.
I can:

- ☐ decode words in context by using letter-sound knowledge.
- ☐ combine sounds from letters and common spelling patterns to decode recognizable words.
- ☐ produce sounds for graphemes/letter(s) for the following:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
☐ short vowels (CVC) ☐ initial l, r and s blends ☐ decode closed syllables	All previous skills AND: ☐ final blends (including -nd, -nk, -st, -sk, -mp) ☐ digraphs (sh, ch, th, wh, ph, qu, -ck, -ng)	All previous skills AND: ☐ long vowels (CVCe) ☐ decode CVCe syllables ☐ decode open syllables	☐ All previous skills AND: ☐ common r-controlled vowels (ar, er, ir, or, ur) ☐ common vowel teams (ai, ay, ee, ea, oa, ow, oe, igh, y, ie)

The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.

2.5

No major omissions regarding level 2.0 content, and partial success at 3.0 content

2

There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.
For example, the student will:

- ☐ decode previous quarter's skills.

1

With help, a partial understanding of some of the simpler details and processes.

Manipulating Sounds in Words	
1.RF.2.A.b/c Develop phonemic awareness in the reading process.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students can develop phonemic awareness in the reading process. The student can: ☐ add a phoneme to a word. ☐ change a phoneme in a word. ☐ delete a phoneme from a word. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● recognize change when a phoneme is added. ● recognize change when a phoneme is changed. ● recognize change when a phoneme is deleted.
1	With help, a partial understanding of some of the simpler details and processes.

Blending and Segmenting Sounds in Words	
1.RF.2.A.a/b/d/e Develop phonemic awareness in the reading process by blending and segmenting spoken phonemes to form one- or two- syllable words including consonant blends.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will develop phonemic awareness in the reading process by blending spoken phonemes to form one- or two-syllable words including consonant blends. The student can: ☐ blend words with 3-5 phonemes. ☐ blend spoken phonemes to form one or two-syllable words. ☐ segment spoken words of 3 to 5 phonemes into individual phonemes. ☐ Isolate the vowel sound in a word and distinguish whether it is a short or long vowel sound (Assessed Q3 & Q4). *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● blend onset and rime to form a word. ● segment spoken words into syllables.
1	With help, a partial understanding of some of the simpler details and processes.

High Frequency Words

1.RF.3.A.j Develop phonics in the reading process by reading high-frequency words.

<table>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will develop phonics in the reading process by reading high-frequency words..

The student can read explicitly taught high-frequency words quickly, without segmenting each sound:

<table>
<tr><th>Quarter 1</th><th>Quarter 2</th><th>Quarter 3</th><th>Quarters 4</th></tr>
<tr><td>☐ read explicitly taught high frequency words: Start Smart and Unit 1 High Frequency Words.</td><td>☐ read explicitly taught high frequency words: Start Smart- Unit 2 High Frequency Words.</td><td>☐ read explicitly taught high frequency words: Start Smart- Unit 4 High Frequency Words.</td><td>☐ read explicitly taught high frequency words: Start Smart- Unit 5 High Frequency Words.</td></tr>
</table>

The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.

For example, the student will:
• read explicitly taught high-frequency words by segmenting each sound and blending to read the word.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Vocabulary

1.R.1.B Develop an understanding of vocabulary.

4

In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.

3

Students will develop an understanding of vocabulary to identify common root words and their inflectional endings.

I can:

- ☐ use words and phrases acquired through conversations, reading and being read to, responding to text.
- ☐ identify common root words.
- ☐ identify inflectional endings:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
☐ -s	All previous skills	All previous skills AND: ☐ -ed ☐ -ing	☐ All previous skills

The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.

2.5

No major omissions regarding level 2.0 content, and partial success at 3.0 content

2

There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.

For example, the student will:

- identify when a word has an inflectional ending added to it.

1

With help, a partial understanding of some of the simpler details and processes.

Story Elements	
1.R.2.A.a/b/g Read, infer, analyze and draw conclusions using fiction texts including poetry and drama.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will read, infer, analyze and draw conclusions using fiction texts including poetry and drama. I can: ☐ describe the setting in fictional texts (where most of the story takes place). ☐ describe the characters in fictional texts. ☐ describe the problem and solution in fictional texts. ☐ compare and contrast the experiences of characters in fictional texts. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● name the setting in fictional texts (not describe with detail). ● name characters in fictional texts (not describe with detail). ● name the problem in a fictional text. ● name the main idea in a fictional text.
1	With help, a partial understanding of some of the simpler details and processes.

Comprehension	
(1.R.1.A.c/d) Develop and demonstrate comprehension skills in response to reading texts and read-alouds.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will develop and demonstrate comprehension skills in response to reading texts and read-alouds. I can: ☐ locate facts and details from the text. ☐ retell main events in order including key details from the beginning, middle, and end of a text. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● locate one fact or detail from the text. ● retell details from a text (not in sequence).
1	With help, a partial understanding of some of the simpler details and processes.

Main Idea	
1.R.3.C.b Read, infer, and draw conclusions to identify main ideas and provide supporting details.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will read, infer, and draw conclusions to identify main ideas and provide supporting details. The student can: ☐ identify main ideas. ☐ provide supporting details. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ☐ identify the main idea but is not able to recall important details to support the main idea..
1	With help, a partial understanding of some of the simpler details and processes.

Writing

<table>
<tr><th colspan="2">Grammar</th></tr>
<tr><td colspan="2">1.L.1.A.a/f In written text, apply standard English grammar.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will apply standard English grammar in written text.
The student can:
☐ use the following parts of speech in sentences:
<table>
<tr><th>Quarter 1</th><th>Quarter 2</th><th>Quarter 3</th><th>Quarter 4</th></tr>
<tr><td>☐ nouns.</td><td>☐ nouns.</td><td>All previous skills AND:
☐ action verbs that designate past, present and future in sentences.</td><td>☐ All previous skills AND:
☐ pronouns.</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.

For example, the student will:
● use nouns when speaking.
● use action verbs when speaking.
● use pronouns when speaking.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Grammar

1.L.1.A.c/g In speech and written text, apply standard English grammar to produce complete simple and compound sentences.

<table>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will, in speech and written text, apply standard English grammar to produce complete simple and compound sentences.
The student can:
☐ say and write complete sentences, including a phrase with subject and predicate, for:
<table>
<tr><th>Quarter 1</th><th>Quarter 2</th><th>Quarter 3</th><th>Quarter 4</th></tr>
<tr><td>☐ complete simple sentences.</td><td>☐ complete simple sentences.</td><td>☐ complete simple sentences.</td><td>☐ complete simple sentences.
☐ compound sentences, connecting two parts of a sentence with a comma or a simple conjunction.
☐ use conjunctions and, but and so.</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.
For example
☐ identify the main idea but is not able to recall important details to support the main idea..</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Conventions	
1.L.1.B.a/b/c In written text, apply punctuation, capitalization, and spelling.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will, in written text, apply punctuation, capitalization, and spelling. I can: ☐ print legibly, using correct spacing between words and sentences. ☐ apply correct punctuation to the end of a sentence including periods, question marks, and exclamation points. ☐ capitalize the first letter of others' first and last names. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● understand why a period, question mark, or exclamation point goes at the end of a sentence. ● recognize which punctuation mark needs to go at the end of the sentence. ● capitalize the first letter of others' first names.
1	With help, a partial understanding of some of the simpler details and processes.

Applying Spelling Patterns

1.L.1.B.e In written text, spell words using regular spelling patterns.

<table>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will, in written text, spell words using regular spelling patterns.

The student can:

<table>
<tr><th>Quarter 1</th><th>Quarter 2</th><th>Quarter 3</th><th>Quarter 4</th></tr>
<tr><td>encode CVC words.</td><td>encode all previous skills and encode CCVC and CVCC words:
☐ digraphs (sh, th, ch, ck, ng)
☐ blends (s-blends, l-blends, r-blends)</td><td>☐ encode all previous skills and encode CCVC and CVCC words:
☐ digraphs (sh, th, ch, ck, ng)
☐ blends (s-blends, l-blends, r-blends)
☐ final blends (including -nd, -nk, -st, -sk, -mp)</td><td>encode all previous skills and encode CVCe words.</td></tr>
</table>
</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.

For example, the student can:
● spell words phonetically using phonemic awareness and spelling knowledge.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Opinion/Argumentative Writing

1.W.2.A Write opinion texts.

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will write opinion texts. The student can: ☐ introduce a topic or text being studied. ☐ state an opinion about the topic or text and provide 2 or more reasons for the opinion. ☐ use specific words that are related to the topic. ☐ follow a sense of order in writing. ☐ provide closure by restating opinion. ☐ revise and edit by responding to questions and suggestions, clarifying details, and strengthening writing. **Accuracy of convention edits will be assessed in scale 1.L.1.B* *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has a command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: • generate an opinion OR reasons with teacher assistance. • use general words (for example “stuff” or “things”).
1	With help, a partial understanding of some of the simpler details and processes.

Narrative/Literary Writing	
1.W.2.C Write narrative/literary texts.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will write narrative/literary texts. The student can: ☐ tell a story or poem. ☐ use descriptive details. ☐ tell events in order. ☐ use transition words to indicate beginning/middle/end. ☐ provide closure with feeling. ☐ revise and edit by responding to questions and suggestions, clarifying details, and strengthening writing. **Accuracy of convention edits will be assessed in scale 1.L.1.B* *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has a command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ● generate an idea with teacher assistance. ● use general words (for example “stuff” or “things”). ● write a story without a logical order.
1	With help, a partial understanding of some of the simpler details and processes.

Informative/Explanatory Writing	
1.W.2.B Write informative/explanatory texts.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will write informative/explanatory texts. The student can: ☐ introduce a topic or text being studied. ☐ supply 2 or more facts, details, or steps. ☐ use specific words related to the topic. ☐ follow a sense of order in writing. ☐ provides a closing statement. ☐ revise and edit by responding to questions and suggestions, clarifying details, and strengthening writing. **Accuracy of convention edits will be assessed in scale 1.L.1.B* *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has a command of the foundational understandings and skills necessary for mastery of the standard. For example, the student will: ☐ generate a topic OR facts/details with teacher assistance. ☐ use general words (for example “stuff” or “things”).
1	With help, a partial understanding of some of the simpler details and processes.

Math

Represent and Solve Addition Problems

1.RA.A.1/3.A Represent and solve addition problems.

<table>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will represent and solve addition problems.
➔ Students may need written word problems read to them to ensure that their mathematical ability, not their reading ability, is being assessed.
➔ Students may support answers with words, numbers, or models, e.g., number paths, number lines, concrete models, drawings, ten frames, to convey strategies connected to place value understanding.
I can:
<table>
<tr><th>Quarter 1:</th><th>Quarters 2-3:</th><th>Quarter 4:</th></tr>
<tr><td>☐ use addition within 10 to solve problems (with unknowns in any position), with and without context and justify reasoning.</td><td>☐ use addition within 20 to solve problems (with unknowns in any position), with and without context and justify reasoning.
☐ develop the meaning of the equal sign and determine if equations involving addition are true or false.</td><td>All previous skills AND:
☐ use multiple strategies to add a two-digit number and a one-digit number within 100 and justify the solution (1.NBT.B.5)
☐ use multiple strategies to add a two-digit number and a multiple of 10 within 100 and justify the solution (1.NBT.B.7)
☐ use multiple strategies to add two two-digit numbers within 100 and justify the solution (1.NBT.B.5)</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.
For example:
• use objects or drawings to represent addition.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

<table>
<tr><th colspan="2">Represent and Solve Addition Problems</th></tr>
<tr><td colspan="2">1.RA.C.7/8A Demonstrate fluency with addition.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will demonstrate fluency with addition.
➔ Fluency: Solving a problem with flexibility, accuracy and efficiency.
➔ Efficiency: Solving a procedure in a reasonable amount of time by selecting an appropriate strategy and readily implementing that strategy.
➔ Flexibility: Knowing multiple procedures and applying or adapting strategies to solve procedural problems.
➔ Accuracy: Correctly solving a procedure.
I can:
<table>
<tr><th>Quarter 1:</th><th>Quarters 2-4:</th></tr>
<tr><td>☐ use appropriate strategies such as counting on, breaking apart, using the relationship between addition and subtraction, properties of addition and deriving a new fact from a known fact to fluently solve problems within 10 (with unknowns in any position.</td><td>☐ use appropriate strategies such as counting on, breaking apart, making ten, using the relationship between addition and subtraction, properties of addition, and deriving a new fact from a known fact to solve problems within 20 (with unknowns in any position).</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.

For example:
● lacks flexibility in strategies while solving addition problems.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Represent and Solve Subtraction Problems

(1.RA.A.1/3S) Represent and solve subtraction problems.

<table>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will represent and solve subtraction problems.
➔ Students may need written word problems read to them to ensure that their mathematical ability, not their reading ability, is being assessed.
I can:
<table>
<tr><th>Quarter 1:</th><th>Quarters 2-3:</th><th>Quarter 4:</th></tr>
<tr><td>☐ use subtraction within 10 to solve problems (with unknowns in all positions), with and without context and justify reasoning.</td><td>☐ use subtraction within 20 to solve problems (with unknowns in all positions), with and without context and justify reasoning.
☐ develop the meaning of the equal sign and determine if equations involving subtraction are true or false.</td><td>All previous skills AND:
☐ add a multiple of 10 from another two-digit number, and justify the solution (1.NBT.B.7)</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.
For example:
• use objects or drawings to represent subtraction</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

<table>
<tr><th colspan="2">Represent and Solve Subtraction Problems</th></tr>
<tr><td colspan="2">1.RA.C.7/8.S Demonstrate fluency with subtraction.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will demonstrate fluency with subtraction.
➔ Fluency: Solving a problem with flexibility, accuracy and efficiency.
➔ Efficiency: Solving a procedure in a reasonable amount of time by selecting an appropriate strategy and readily implementing that strategy.
➔ Flexibility: Knowing multiple procedures and applying or adapting strategies to solve procedural problems.
➔ Accuracy: Correctly solving a procedure.

I can:
<table>
<tr><th>Quarter 1:</th><th>Quarters 2-4:</th></tr>
<tr><td>☐ use appropriate strategies such as counting back, breaking apart, inverse relationships, using the relationship between addition and subtraction, properties of subtraction, and deriving a new fact from a known fact to fluently solve problems within 10 (with unknowns in any position).</td><td>☐ use appropriate strategies such as counting back, breaking apart, inverse relationships, using the relationship between addition and subtraction, properties of subtraction, and deriving a new fact from a known fact to solve problems within 20 (with unknowns in any position).</td></tr>
</table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.

For example:
● lacks flexibility in strategies while solving subtraction problems.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Demonstrate an Understanding of Place Value	
1.NBT.A.2 Understand two-digit numbers are composed of ten(s) and one(s).	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will understand that two-digit numbers are composed of ten(s) and one(s). I can: ☐ compose (build and write) ten(s) and one(s) to form a two digit number. ☐ decompose a two-digit number using tens and ones in multiple ways, including writing. ☐ decompose a given set of tens into the equivalent ones. ☐ compose a given set of ones into the equivalent tens. ☐ use place value knowledge to read three-digit numbers. ☐ use place value knowledge to write three-digit numbers. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: • understand that ten individual items can be grouped together to form a unit called a "ten." This is often taught using manipulatives like linking cubes or base-ten blocks.
1	With help, a partial understanding of some of the simpler details and processes.

Demonstrate an Understanding of Place Value	
1.NBT.A.3 Compare two 2-digit numbers using the symbols >, =, or <.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will compare two 2-digit numbers using the symbols >, =, or <. I can: ☐ compare two 2-digit numbers based on the meaning of the tens and ones digits and record the results of the comparison with the appropriate symbol (>, =, <). ☐ explain the comparison (ex: use number lines, manipulatives, models) ☐ solve problems (with or without context) that involve the comparison of 2 two-digit numbers using multiple strategies. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. The student can: ☐ compare 2 one-digit numbers.
1	With help, a partial understanding of some of the simpler details and processes.

Tell Time to the Hour and Half-Hour	
1.GM.C.8 Tell and write time in hours and half-hours using analog and digital clocks.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will tell and write time in hours and half-hours using analog and digital clocks. I can: ☐ tell and write time in hours and half-hours using analog and digital clocks, e.g., 1:00, 1:30, 2:00, etc. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● tell time using a digital clock.
1	With help, a partial understanding of some of the simpler details and processes.

Recognize and Name the Value of Penny, Nickel, Dime, Quarter	
1.GM.C.9 Know the value of a penny, nickel, dime, and quarter.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will identify the value of a penny, nickel, dime, and quarter. I can: ☐ identify the value of a penny. ☐ identify the value of a nickel. ☐ identify the value of a dime. ☐ identify the value of a quarter. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● identify a coin by name.
1	With help, a partial understanding of some of the simpler details and processes.

Measure, Order, and Compare Length of Objects	
1.GM.B.7 Express the length of an object as a whole number of length units.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will express the length of an object as a whole number of length units ➔ Students will measure the length of objects using non-standard units. Non-standard units refer to objects outside of the customary units of measurement. Examples of non-standard measurement include paperclips, cubes, etc. ➔ Students will only measure in whole-number lengths (ex: 2 paper clips, not 2.5 paper clips) ➔ Students will measure length or distance. I can: ☐ use non-standard units of measurement to measure length or distance. ☐ express the length of an object as a whole number of length units by laying the same size length units end to end. ☐ line up the units in a straight line without gaps or overlaps. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● count the number of whole units used.
1	With help, a partial understanding of some of the simpler details and processes.

Compose and Decompose Shapes

1.GM.A.2 Compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will compose and decompose two-and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes. ➔ The focus of this standard is for students to develop an understanding of how the two-dimensional shapes compose together to describe the faces of three-dimensional shapes, e.g., rectangular prisms and triangular prisms to build an understanding of part-whole relationships. ➔ First grade students explore cones and cylinders; however, composing and decomposing these shapes is not a focus. ➔ Students should not be expected to use or recognize the formal names for the parts although teachers should use formal names in instruction. I can: ☐ compose shapes like rectangles (including squares which are special rectangles), trapezoids, triangles, half-circles and quarter-circles into larger polygons and circles. ☐ demonstrate an understanding that when composed together, 2D shapes describe the faces of 3 dimensional shapes. ☐ decompose the larger shapes into smaller polygons, half-circles, and quarter-circles. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: • compose two-dimensional shapes.
1	With help, a partial understanding of some of the simpler details and processes.

Divide and Compare Equal Halves and Fourths	
1.GM.A.4 Partition circles and rectangles into two or four equal shares, and describe the shares and wholes verbally.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will partition circles and rectangles into two or four equal shares, and describe the shares and wholes verbally. ➔ The focus of this standard should be on the language rather than the fractional notation. I can: ☐ partition circles and rectangles into two and four equal shares (parts). ☐ demonstrate understanding that when the same whole is partitioned into more shares, the shares get smaller. ☐ use the words halves, fourths, and quarters and use the phrases “half of,” “fourth of,” and “quarter of” to describe the equal shares (parts of the whole). ☐ describe the whole as 2 halves or 4 fourths. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● partition shapes into equal halves.
1	With help, a partial understanding of some of the simpler details and processes.

Represent and Interpret Data on Graphs	
1.DS.A.1 Collect, organize, and represent data.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will collect, organize, and represent data. ➔ Limit to 20 data points. I can: ☐ collect, organize, and represent data for up to three categories using object graphs. ☐ collect, organize, and represent data for up to three categories using picture graphs. ☐ collect, organize, and represent data for up to three categories using T-charts. ☐ collect, organize, and represent data for up to three categories using tally charts.. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● collect data for up to three categories
1	With help, a partial understanding of some of the simpler details and processes.

Represent and Interpret Data on Graphs	
1.DS.A.2 Draw conclusions from object graphs, picture graphs, T-charts, and tallies.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will draw conclusions from object graphs, picture graphs, T-charts, and tallies. ➔ Limit to twenty items or data points. I can: ☐ draw conclusions from object graphs, picture graphs, T-charts, and tallies. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ● Answer basic questions about a graph such as which has “more” or “less” but not how many more or less or what conclusions can be made from that information.
1	With help, a partial understanding of some of the simpler details and processes.

Science

Physical Science	
1.PS3.A.1- Identify the source of energy that causes an increase in the temperature of an object	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	I can identify the source of energy that causes an increase in the temperature of an object (e.g., Sun, stove, flame, light bulb, etc.). The student will: ☐ Identify the source of energy that can increase the temperature of an object (e.g., Sun stove, flame, light bulb, etc.). ☐ Describe that the Sun is the main source of energy that can increase temperature. ☐ Explain that temperature is how we measure hot or cold.
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	Student has command of the foundational understandings and skills necessary for mastery of the standard. ☐ Identify objects that are hot or cold.
1	With help, a partial understanding of some of the simpler details and processes.

Physical Science

1.PS.WSD.1- Plan and conduct investigations to demonstrate how vibrating materials and sound interact, and apply these principles to design and build a device that uses light or sound to communicate over a distance. (1.PS4.A.1) (1.PS4.C.1)

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	I can design and build a device that uses light or sound to solve the problem of communicating over a distance. ➔ *Clarification Statement: Examples of devices could include a light source to send signals, paper cup and string "telephones," and a pattern of drum beats.* I can plan and conduct an investigation to show that vibrating materials make sound and sound can make materials vibrate. ➔ *Clarification Statement: Examples of vibrating materials that make sound could include tuning forks and plucking a stretched string. Examples of how sound can make matter vibrate could include holding a piece of paper near a speaker making sound and holding an object near a vibrating tuning fork.* The student will: ☐ Plan and conduct an investigation to show: ☐ how to make materials vibrate to make sound. ☐ how sound can be used to make materials vibrate. ☐ Recognize that objects made of different materials allow light to pass through them in different ways. ☐ Conduct an investigation to show how materials can block light and create shadows. ☐ Build a device that uses light or sound to communicate over a distance. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Identify objects that are hot or cold. ☐ Identify objects that make sound. ☐ Identify that objects can only be seen if there is light to illuminate them or they give off their own light. ☐ Identify devices people use to communicate over long distances to send and/or receive information.
1	With help, a partial understanding of some of the simpler details and processes.

Life Science

1.LS.WSD.1- Make observations of the external parts of young plants and animals and their parents to construct an evidence-based account of how their traits are similar yet unique, and use those observations to design a solution to a human problem by mimicking how those parts help them survive, grow, and meet their needs. (1.LS.1.A.1 and 1.LS.3.A.1)

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	I can design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs. ➔ Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears. I can make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents. ➔ Clarification Statement: Examples of patterns could include features plants or animals share. Examples of observations could include leaves from the same kind of plant are the same shape but can differ in size; and, a particular breed of dog looks like its parents but is not exactly the same. The student will: ☐ describe patterns in plants and animals, such as similarities and differences in features between parents and offspring. ☐ make observations about how animals and/or plants use their external parts to help them survive, grow, and meet their needs. ☐ design a solution to a given human problem by mimicking how plants and/or animals use their structures. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Make observations that young plants and animals are like, but not exactly alike, their parents. ☐ Recognize that animals and plants of the same kind have similar structure. ☐ Identify animal and/or plant external parts.
1	With help, a partial understanding of some of the simpler details and processes.

Earth Science

1.ESS.WSD.1 Use observations of the sun, moon, and stars to describe patterns that can be predicted. Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation). *(1.ESS1.A.1 & 1.ESS1.A.2)*

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	I can describe the presence of the Sun, Moon, and stars in the sky over time. I can use observations of the Sun, Moon, and stars to describe patterns that can be predicted. ➔ *Clarification Statement: Examples of patterns could include that the Sun and Moon appear to rise in one part of the sky, move across the sky, and set; and stars other than our Sun are visible at night but not during the day.* The student will: ☐ Use observations of the Sun, Moon, and stars to describe patterns that can be predicted. ☐ Compare and contrast differences in the sky at different times of the day. (e.g. The Sun is the only star in the sky during the day. The Moon can be seen during the day and at night.) *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Observe patterns of the Sun, Moon and the stars in the sky. ☐ Make observations of the Sun, Moon, or stars during the day and night.
1	With help, a partial understanding of some of the simpler details and processes.

Earth Science	
1.ESS2.D.1- Identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation).	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency
3	I can identify patterns indicating relationships between observed weather data and weather phenomena (e.g., temperature and types of precipitation, clouds and amounts of precipitation). The student can: ☐ Identify patterns between observed weather data and weather phenomena (e.g., temperature and types of precipitation, or clouds and amounts of precipitation).
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. ☐ Make observations about local weather conditions. (e.g. temperature, types of precipitation, amount of precipitation, clouds, and/or wind) ☐ Make observations that relative temperature changes at various times during the day (e.g. cooler, warmer, hotter, colder).
1	With help, a partial understanding of some of the simpler details and processes.

Engineering Design

1.ETS.WSD.1- Create and model a design problem by defining its criteria and strengths, comparing multiple solutions, using fair tests to improve the prototype. (1.ETS1.A.1, 1.ETS1.B.1, 1.ETS1.C.1)

4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	I can ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool. I can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a give problem. I can analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs. The student will: ☐ Ask questions about a problem ☐ Make observations to understand the problem ☐ Gather information to learn more about the problem ☐ Describe ideas to develop a new or improved object or tool ☐ Develop a sketch or drawing to show how the object will solve the given problem ☐ Create a physical model to test the ability to solve a given problem ☐ Analyze data from testing their object or tool to determine if it works ☐ Compare strengths and weaknesses of design models ☐ Recognize there can be more than one possible solution to the problem *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. ☐ Identifies the basic problem using given facts or observations. ☐ Names an idea or draws a simple, unlabelled sketch of a tool. ☐ Assembles a basic model following step-by-step guidance. ☐ Names one strength or weakness of a design when prompted. ☐ Identifies that different tools can do the same task.
1	With help, a partial understanding of some of the simpler details and processes.

Social Studies

Share Findings	
1.TS.7.D.a Share findings about a social studies topic.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will share findings about a social studies topic. I can: ☐ Share findings about a social studies topic learned in class, written or oral. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. The student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Gather information needed for research on a topic from class.
1	With help, a partial understanding of some of the simpler details and processes.

Ask Questions	
1.TS.7.E.a Ask supporting questions and find answers about a social studies topic, with assistance.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will ask supporting questions and find answers about social studies topics, with assistance. I can (with assistance): ☐ Use what I know to ask supporting questions. ☐ Find answers to the questions (using primary and secondary sources). *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example (with assistance): ☐ Ask questions that are related to the topic (use question words such as who, what, when, why, and where). ☐ Identify answers about a topic by listening (such as direct instruction, teacher read aloud, video).
1	With help, a partial understanding of some of the simpler details and processes.

Historical Thinking	
1.H.3.B.a Compare and contrast our community in the past and the present.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will compare and contrast our community in the past and present. I can: ☐ Compare and contrast communities (1800s to current). ☐ Compare and contrast past and present community concepts (such as schools, land usage, communication, transportation, clothing, music). *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. The student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Understand different community concepts from the past and present (such as schools, land usage, communication, transportation, clothing, and music).
1	With help, a partial understanding of some of the simpler details and processes.

Art

Create	
VA:Cr1B.1 Use observation and investigation in preparation for making a work of art.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	The student will use observation and investigation in preparation for making a work of art. I can: ☐ Watch how someone makes art so I can do it, too. ☐ Describe elements of something I observed so I can make art about it. ☐ Ask questions about what I need to do to make a piece of art. ☐ Describe how I could use art materials and/or tools to make art. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Give examples and non-examples of how to use tools to make art. ☐ List the materials I need to make a certain piece of art. ☐ Look really closely at an object and identify two or more details about its shapes, colors, or lines.
1	**With help, a partial understanding** of some of the simpler details and processes.

Create	
VA:Cr2B.1 Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	The student will demonstrate safe and proper procedures for using materials, tools, and equipment while making art. I can: ☐ Perform an art-making procedure safely. ☐ Organize materials, tools, and equipment for safe use. ☐ Care for materials, tools, and equipment properly. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught*.
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Name and describe art-making tools, materials, and equipment. ☐ Describe procedures for cleaning and resetting materials, tools, and equipment. ☐ With guidance, perform procedures for cleaning and resetting materials, tools, and equipment.
1	**With help, a partial understanding** of some of the simpler details and processes.

<table>
<tr><th colspan="2">Respond to Artwork</th></tr>
<tr><td colspan="2">VA:Re8A.1 The student will interpret art by categorizing subject matter and identifying the characteristics of form.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will interpret art by categorizing subject matter and identifying the characteristics of form.

I can:<table><tr><th>Semester 1</th><th>Semester 2</th></tr><tr><td>☐ Explain how an artist uses visual elements to create a mood or share an idea.</td><td>☐ Given an example, I can explain how a principle of art was used in an artwork.</td></tr></table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard.

For example:
☐ Identify the characteristics, the subject matter, and use of media in an artwork.
☐ Identify the visual elements of art and mood of an artwork.
☐ Given an example, I can identify a principle of art used in an artwork.</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Music

Create	
MU:Cr.2.A.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will, with limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas. I can: ☐ With limited guidance, organize and record my personal musical ideas using either iconic or standard notation and/or recording technology. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ With limited guidance, give examples of iconic/standard notation to document personal musical ideas. ☐ Choose a documentation method that best shows my musical ideas (writing using standard notation, iconic notation, or recording with a device).
1	**With help, a partial understanding** of some of the simpler details and processes.

Perform	
MU:Pr.4.B.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will, with limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance. I can: ☐ With limited guidance, combine musical elements (beat and melodic contour) of music to perform a musical piece in a variety of cultures. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ With limited guidance, show my comprehension of a musical element (beat or melodic contour) in a performance using music from a variety of cultures.
1	**With help, a partial understanding** of some of the simpler details and processes.

Perform	
MU:Pr5A.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will, with limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music. I can: ☐ Describe 2 or more rehearsal strategies that help me overcome a specific musical challenge. ☐ Demonstrate rehearsal expectations with limited support most of the time. ☐ With teacher guidance, use rehearsal time to practice a specific performance challenge. ☐ With support, use a strategy (like slowing the music down, clapping a rhythm, or practicing in a small group). *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Describe 1-2 rehearsal expectations. ☐ Demonstrate 1 rehearsal strategy. ☐ Demonstrate rehearsal expectations with limited support some of the time.
1	**With help, a partial understanding** of some of the simpler details and processes.

Health and Physical Education

Motor Skills

NPES Standard 1 Develops a variety of motor skills.
NPES Standard 2 Applies knowledge to related movement and fitness concepts.

Indicators 1.2.1/4/2.2.4 Demonstrates a variety of locomotor, nonlocomotor, and manipulative skills with the concepts of space, effort, and relationship awareness.

4

In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.

3

Students will demonstrate a variety of locomotor, nonlocomotor, and manipulative skills with the concepts of space, effort, and relationship awareness.

I can:

Kindergarten	Grade 1 and 2
☐ control my body while performing a nonlocomotor movement (bending, stretching, etc) ☐ sometimes throw/kick/dribble/strike a ball. ☐ travel safely in a space using a locomotor skill.	☐ throw/kick/dribble/strike a ball *most* of the time. ☐ travel safely in a space using *all* of the locomotor skills (skip, hop, run, walk, gallop). ☐ explain why looking up (and not at the ball) is the most important safety rule when traveling.

The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.

2.5

No major omissions regarding level 2.0 content, and partial success at 3.0 content.

2

There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.

For example:

Kindergarten	Grade 1	Grade 2
☐ copy different movements when I see somebody else do it.	☐ control my body while performing a nonlocomotor movement (bending, stretching, etc) ☐ sometimes throw/kick/dribble/strike a ball. ☐ travel safely in a space using a locomotor skill.	☐ throw/kick/dribble/ strike a ball most of the time. ☐ travel safely in a space using all of the locomotor skills (skip, hop, run, walk, gallop). ☐ explain why looking up (and not at the ball) is the most important safety rule when traveling.

1

With help, a partial understanding of some of the simpler details and processes.

<table>
<tr><th colspan="2">Safety</th></tr>
<tr><td colspan="2">NPES Standard 3 Develops social skills through movement</td></tr>
<tr><td colspan="2">Indicator 3.2.7 Makes safe choices with physical education equipment</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will make safe choices with physical education equipment.

I can:
☐ make safe choices with PE equipment and anything in the room

The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Students have command of the foundational understandings and skills necessary for mastery of the standard.

For example:
<table>
<tr><th>Kindergarten</th><th>Grade 1 and 2</th></tr>
<tr><td>☐ recite safe choices when using PE equipment.</td><td>☐ list several examples of safe choices when using PE equipment.</td></tr>
</table>
</td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Teamwork	
NPES Standard 3 Develops social skills through movement	
Indicator 3.2.5 Demonstrates respectful behaviors that contribute to positive social interactions in movement.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will demonstrate respectful behaviors that contribute to positive social interactions in movement. I can: ☐ follow the rules of the game and take turns fairly. ☐ demonstrate teamwork during a game. ☐ encourage my teammates. ☐ be a good partner to someone I don't usually play with. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content.
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ take turns. ☐ explain why a game is more fun when everyone is respectful and works together. ☐ display active listening during an activity. ☐ listen to my partner's ideas without interrupting them.
1	**With help, a partial understanding** of some of the simpler details and processes.

<table>
<tr><th colspan="2">Healthy Behaviors</th></tr>
<tr><td colspan="2">NPES Standard 4 Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.</td></tr>
<tr><td colspan="2">Indicator 4.2.9 Demonstrates techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will demonstrate techniques (e.g., breathing, counting) to assist with managing emotions and behaviors in a physical activity, and demonstrate practices and behaviors that support health and well-being of self and others.

I can:<table><tr><th>Kindergarten</th><th>Grade 1 and 2</th></tr><tr><td>☐ name different strategies for managing emotions.</td><td>☐ demonstrate strategies that help control emotions and behaviors.</td></tr></table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.

For example:<table><tr><th>Kindergarten</th><th>Grade 1 and 2</th></tr><tr><td>☐ name different emotions.</td><td>☐ name different strategies for managing emotions.</td></tr></table></td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

<table>
<tr><th colspan="2">Healthy Behaviors</th></tr>
<tr><td colspan="2">NHES Standard 7 Demonstrate practices and behaviors to support health and well-being of self and others.</td></tr>
<tr><td colspan="2">Indicator 7.2.2 Demonstrate practices and behaviors that support health and well-being of self and others.</td></tr>
<tr><td>4</td><td>In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.</td></tr>
<tr><td>3</td><td>Students will demonstrate practices and behaviors that support health and well-being of self and others.

I can:<table><tr><th>Kindergarten and Grade 1</th><th>Grade 2</th></tr><tr><td>☐ demonstrate practices and behaviors that support health and well-being of self and others.</td><td>☐ demonstrate practices and behaviors that support health and well-being of self and others.
☐ explain why one choice is healthier than another.</td></tr></table>
The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</td></tr>
<tr><td>2.5</td><td>No major omissions regarding level 2.0 content, and partial success at 3.0 content.</td></tr>
<tr><td>2</td><td>There are no major errors or omissions regarding the simpler details and processes. Student have command of the foundational understandings and skills necessary for mastery of the standard.

For example:<table><tr><th>Kindergarten</th><th>Grade 1 and 2</th></tr><tr><td>☐ label a practice or behavior as healthy or unhealthy.</td><td>☐ give examples and non-examples of healthy practices or behaviors.</td></tr></table></td></tr>
<tr><td>1</td><td>With help, a partial understanding of some of the simpler details and processes.</td></tr>
</table>

Technology

Digital Citizenship	
ISTE-2/ IC.SLE.01 Students act in safe, legal, and ethical ways in the digital world, while demonstrating an understanding that their digital footprint is permanent.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will act in safe, legal, and ethical ways in the digital world, while demonstrating an understanding that their digital footprint is permanent. I can: ☐ Explain why I should never share my name, address, or passwords online. ☐ Show kindness and respect to others when using digital tools. ☐ Give credit to sources when I use their ideas. ☐ Describe how my online actions leave a permanent trail that others can see. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Identify what information is private versus public. ☐ Recognize red flag situations where I should ask a grown-up for help. ☐ Follow basic classroom rules for using technology.
1	**With help, a partial understanding** of some of the simpler details and processes.

Problem Solving	
ISTE.1d/3d/4a/4d/5c Students solve real-world problems and demonstrate perseverance by applying the design process and their digital literacy skills.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will solve real-world problems and demonstrate perseverance by applying the design process and their digital literacy skills. I can: ☐ Name a problem and imagine a way to fix it based on a teacher-provided scenario. ☐ Use a digital tool to show my idea or solution. ☐ Keep trying even when my project doesn't work the first time. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ Recognize the steps of a design process (e.g., Plan, Do, Check). ☐ With help, follow two steps of the design process.
1	**With help, a partial understanding** of some of the simpler details and processes.

Creative Communication	
ISTE-6 Students communicate clearly and creatively for a variety of purposes using the digital tools appropriate to their goals.	
4	In addition to score 3.0, the student independently demonstrates in-depth inferences and applications and has accomplished significant mastery. Score 4.0 does not equate to more work but rather a higher level of proficiency.
3	Students will communicate clearly and creatively for a variety of purposes using the digital tools appropriate to their goals. I can: ☐ Choose the right digital tool to match my goal (e.g., a slide deck for a presentation, a digital whiteboard for brainstorming). ☐ Create an original digital work (e.g., a poster, video, or model) to share an idea. ☐ Customize my message so it makes sense to the person looking at it. *The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.*
2.5	No major omissions regarding level 2.0 content, and partial success at 3.0 content
2	There are no major errors or omissions regarding the simpler details and processes. Student has command of the foundational understandings and skills necessary for mastery of the standard. For example: ☐ With teacher guidance, open and navigate a creation tool. ☐ Describe who my audience is (e.g., my parents, my classmates, or my teacher).
1	**With help, a partial understanding** of some of the simpler details and processes.