

First Grade Report Card Scoring Guides

2025-2026



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 performance.			
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. 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 performance.

3

Students can develop phonemic awareness in the reading process.

I can:

- ☐ distinguish between long and short vowel sounds.
- ☐ recognize change in a spoken word when a specific phoneme is added, changed or removed

Quarter 1	Quarter 2	Quarter 3	Quarters 4
☐ isolate sounds.	All previous skills AND: ☐ add sounds.	All previous skills AND: ☐ delete sounds. ☐ distinguish between long and short vowel sounds.	All previous skills AND: ☐ change sounds in words.

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:

- ☐ distinguish the difference between different vowel sounds (not necessarily tell if it is short or long).
- ☐ identify the vowel sound in a word.
- ☐ recognize change when a phoneme is added.
- ☐ recognize change when a phoneme is changed.
- ☐ recognize change when a phoneme is removed.

1

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

Blending Sounds in Words

1.RF.2.A.d Develop phonemic awareness in the reading process by blending 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 performance.
3	Students will develop phonemic awareness in the reading process by blending spoken phonemes to form one- or two-syllable words including consonant blends. I can: ☐ blend words with 3-5 phonemes. ☐ blend spoken phonemes to form one or two-syllable words. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 will: ☐ blend spoken phonemes to form one-syllable words (including blends).
1	With help, a partial understanding of some of the simpler details and processes.

Segmenting Sounds in Words

1.RF.2.A.a/e Develop phonemic awareness in the reading process by segmenting spoken words of three to five phonemes into individual phonemes.

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 performance.
3	Students will develop phonemic awareness in the reading process by segmenting spoken words of three to five phonemes into individual phonemes. I can: ☐ segment spoken words of 3 to 5 phonemes into individual phonemes. ☐ segment spoken words into syllables. ☐ identify sounds and syllables in spoken words. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 will: ☐ identify the beginning and ending sounds in words. ☐ repeat sounds orally (both sounds and 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.

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 performance.								
3	Students will develop phonics in the reading process by reading high-frequency words.. I 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 6 High Frequency Words.</td></tr></table> <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>	Quarter 1	Quarter 2	Quarter 3	Quarters 4	☐ read explicitly taught high frequency words: Start Smart and Unit 1 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 2 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 4 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 6 High Frequency Words.
Quarter 1	Quarter 2	Quarter 3	Quarters 4						
☐ read explicitly taught high frequency words: Start Smart and Unit 1 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 2 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 4 High Frequency Words.	☐ read explicitly taught high frequency words: Start Smart- Unit 6 High Frequency Words.						
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 will: ☐ read explicitly taught high-frequency words by segmenting each sound and blending to read the word.								
1	With help, a partial understanding of some of the simpler details and processes.								

Vocabulary

1.R.1.B.i Develop an understanding of vocabulary by using words and phrases acquired through

conversations, reading and being read to, responding to text.	
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 performance.
3	Students will develop an understanding of vocabulary by using words and phrases acquired through conversations, reading and being read to, responding to text. I can (using a grade level text): ☐ use words and phrases gained through conversations. ☐ use words and phrases gained through reading and being read to. ☐ use words and phrases when responding to text. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. The student will: ☐ identify a vocabulary word and its meaning, but do not use it in conversation.
1	With help, a partial understanding of some of the simpler details and processes.

Vocabulary

1.R.1.B.b Develop an understanding of vocabulary to identify common root words and their inflectional endings.

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 performance.

3

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

I can:

- ☐ 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.

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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 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 performance.
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. ☐ ask questions about facts or details from stories or texts. ☐ retell main events in order including key details from the beginning, middle, and end of a text. ☐ retell main ideas in sequential order. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 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.

Nonfiction Text Features

1.R.3.A.b Read, infer and draw conclusions using nonfiction text features in nonfiction texts [by] explaining facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed by words.

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 performance.
3	Students will read, infer and draw conclusions using nonfiction text features in nonfiction texts [by] explaining facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed by words. I can: ☐ explain facts or details using text features. ☐ distinguish between facts provided by pictures or words. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. The student will: ☐ identify common text features, such as headings, captions, photographs and diagrams.
1	With help, a partial understanding of some of the simpler details and processes.

Nonfiction Text Features

1.R.3.A.c Read, infer, and draw conclusions using text features in nonfiction texts by using text features to locate specific information in text.

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 performance.
3	Students will read, infer, and draw conclusions using text features in nonfiction texts by using text features to locate specific information in text. I can: ☐ use text features to locate specific information in a nonfiction grade level text. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. The student will: ☐ identify common text features, such as headings, captions, photographs and diagrams.
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 performance.
3	Students will read, infer, and draw conclusions to identify main ideas and provide supporting details. I can: ☐ identify main ideas. ☐ provide supporting details. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 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.

Speaking and Listening

1.SL.3.A.c Speak clearly and to the point using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and other media by retelling and asking appropriate questions.

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 performance.
3	Students will speak clearly and to the point using conventions of language when presenting individually or with a group by confirming comprehension of read-alouds and other media by retelling and asking appropriate questions. I can: ☐ speak clearly and to the point when retelling read alouds and other media. ☐ speak clearly and to the point when asking appropriate questions about the read aloud and other media. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 will: ☐ speak so others can understand them when discussing the read aloud when prompted.
1	With help, a partial understanding of some of the simpler details and processes.

Grammar								
1.L.1.A.a/f In written text, apply standard English grammar.								
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 performance.							
3	Students will apply standard English grammar in written text.							
	I 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>	Quarter 1	Quarter 2	Quarter 3	Quarter 4	☐ nouns.	☐ nouns.	All previous skills AND: ☐ action verbs that designate past, present and future in sentences.
Quarter 1	Quarter 2	Quarter 3	Quarter 4					
☐ nouns.	☐ nouns.	All previous skills AND: ☐ action verbs that designate past, present and future in sentences.	☐ All previous skills AND: ☐ pronouns.					
<i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>								
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.							
	The student will:							
	☐ use nouns when speaking.							
	☐ use action verbs when speaking.							
	☐ use pronouns when speaking.							
1	With help, a partial understanding of some of the simpler details and processes.							

Grammar

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

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 performance.

3

Students will, in speech and written text, apply standard English grammar to produce complete simple and compound sentences.

I can:

- ☐ say and write complete sentences, including a phrase with subject and predicate, for:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
☐ complete simple sentences.	☐ complete simple sentences.	☐ complete simple sentences.	☐ complete simple sentences. ☐ compound sentences, connecting two parts of a sentence with a comma or a simple conjunction. ☐ use conjunctions <i>and</i> , <i>but</i> and <i>so</i> .

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 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.

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

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 performance.

3

Students will, in written text, spell words using regular spelling patterns.

I can:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
encode CVC words.	encode all previous skills and encode CCVC and CVCC words: ☐ digraphs (sh, th, ch, ck, ng) ☐ blends (s-blends, l-blends, r-blends)	☐ encode all previous skills and encode CCVC and CVCC words: ☐ digraphs (sh, th, ch, ck, ng) ☐ blends (s-blends, l-blends, r-blends)	encode all previous skills and encode CVCe words.

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:

- ☐ spell words phonetically using phonemic awareness and spelling knowledge.

1

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

Writing

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 performance.
3	Students will write opinion texts. I 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. <i>*Accuracy of convention edits will be assessed in scale 1.L.1.B</i> <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. 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 performance.
3	Students will write narrative/literary texts. I 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. <i>*Accuracy of convention edits will be assessed in scale 1.L.1.B</i> <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. 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 performance.
3	Students will write informative/explanatory texts. I 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. <i>*Accuracy of convention edits will be assessed in scale 1.L.1.B</i> <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. 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.			
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 performance.		
3	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.		
	I can:		
	Quarter 1:	Quarters 2-3:	Quarter 4:
	☐ use addition within 10 to solve problems (with unknowns in any position), with and without context and justify reasoning.	☐ 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.	All previous skills AND: ☐ add a multiple of 10 from another two-digit number, and justify the solution (1.NBT.B.7)
<i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>			
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: ☐ use objects or drawings to represent addition.		
1	With help, a partial understanding of some of the simpler details and processes.		

Represent and Solve Addition Problems		
1.RA.C.7/8.A Demonstrate fluency with addition.		
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 performance.	
3	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:	
	Quarter 1:	Quarters 2-4:
	☐ use appropriate strategies such as <i>counting on, breaking apart, using the relationship between addition and subtraction, properties of addition and deriving a new fact from a known fact</i> to fluently solve problems within 10 (with unknowns in any position).	☐ use appropriate strategies such as <i>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</i> to solve problems within 20 (with unknowns in any position).
	<i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>	
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: ☐ lacks flexibility in strategies while solving addition problems.	
1	With help, a partial understanding of some of the simpler details and processes.	

Represent and Solve Subtraction Problems

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

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 performance.		
3	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:		
	Quarter 1:	Quarters 2-3:	Quarter 4:
	☐ use subtraction within 10 to solve problems (with unknowns in all positions), with and without context and justify reasoning.	☐ 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.	All previous skills AND: ☐ add a multiple of 10 from another two-digit number, and justify the solution (1.NBT.B.7)
	<i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>		
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: ☐ use objects or drawings to represent subtraction		
1	With help, a partial understanding of some of the simpler details and processes.		

Represent and Solve Subtraction Problems		
1.RA.C.7/8.S Demonstrate fluency with subtraction.		
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 performance.	
3	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:	
	Quarter 1:	Quarters 2-4:
	☐ use appropriate strategies such as <i>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</i> to fluently solve problems within 10 (with unknowns in any position).	☐ use appropriate strategies such as <i>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</i> to solve problems within 20 (with unknowns in any position).
	<i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>	
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: ☐ lacks flexibility in strategies while solving subtraction problems.	
1	With help, a partial understanding of some of the simpler details and processes.	

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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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.6 Compare the lengths of two objects indirectly by using a third 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 performance.
3	Students will compare the lengths of two objects indirectly by using a third object. I can: ☐ compare the lengths of two objects indirectly by using a third object (such as determining if a door is wider than a window using a student's arm span). ☐ compare the lengths using terms such as shorter, longer, taller, same as, and equal to. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ order three or more objects by length.
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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ count the number of whole units used.
1	With help, a partial understanding of some of the simpler details and processes.

Identify Attributes of Shapes

1.GM.A.1 Distinguish between defining attributes versus non-defining attributes; build and draw shapes that possess defining attributes.

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 performance.
3	Students will distinguish between defining attributes versus non-defining attributes and build and draw shapes that possess defining attributes. → In grade 1 the two-dimensional shapes include: triangle, trapezoid, rectangle, square, rhombus (avoid non-mathematical term of diamond), hexagon, circle. → The focus on this expectation is to develop student understanding of two-dimensional shapes to support later work with three-dimensional shapes. I can: ☐ distinguish between defining attributes (ex: triangles are closed and three-sided) versus non-defining attributes (ex: color, orientation, overall size). ☐ build and draw two-dimensional shapes that possess defining attributes. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ identify and sort shapes by attributes and name.
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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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.. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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: ☐ 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 performance.
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.PS4.A.1- Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.

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 performance.
3	I can plan and conduct an investigation to show that vibrating materials make sound and sound can make materials vibrate. The student can plan and conduct an investigation to show: ☐ how to make materials vibrate to make sound. ☐ how sound can be used to make materials vibrate.
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 make sound.
1	With help, a partial understanding of some of the simpler details and processes.

Physical Science

1.PS4.C.1- Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.

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 performance.
3	I can design and build a device that uses light or sound to solve the problem of communicating over a distance. The student can: ☐ 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.
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. ☐ 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.LS1.A.1- Use materials to 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.

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 performance.
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. The student can: ☐ 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.
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 animal and/or plant external parts.
1	With help, a partial understanding of some of the simpler details and processes.

Life Science

1.LS3.A.1- Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents.

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 performance.
3	I can make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents. The student can: ☐ Describe patterns in plants and animals, such as similarities and differences in features between parents and offspring.
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. ☐ 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.
1	With help, a partial understanding of some of the simpler details and processes.

Earth Science

1.ESS1.A.1- Describe the presence of the Sun, Moon, and stars in the sky over time.

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 performance.
3	I can describe the presence of the Sun, Moon, and stars in the sky over time. The student can: ☐ 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.)
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. ☐ 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.ESS1.A.2- Use observations of the Sun, Moon, and stars to describe patterns that can be predicted.

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 performance.
3	I can use observations of the Sun, Moon, and stars to describe patterns that can be predicted. The student can: ☐ Use observations of the Sun, Moon, and stars to describe patterns that can be predicted.
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. ☐ Observe patterns of the Sun, Moon and the stars in the sky.
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 performance.
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.ETSI.A.1- 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.

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 performance.
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. The student can: ☐ ask questions and make observations to gather information about a situation people want to change. ☐ define a simple problem that can be solved with an improved object or tool.
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. ☐ Ask questions about a problem. ☐ Propose solutions to a problem.
1	With help, a partial understanding of some of the simpler details and processes.

Engineering Design

1.ETSI.B.1 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

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 performance.
3	I can develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps its function as needed to solve a given 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 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 given problem. ☐ Analyze data from tests and compare the strengths and weaknesses.
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. ☐ Predict how the shape of an object helps it function. ☐ Identify structures of the object that helps it function.
1	With help, a partial understanding of some of the simpler details and processes.

Engineering Design

1.ETS1.C.- Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

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 performance.
3	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 can: ☐ 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
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. With support the student can: ☐ 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
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 performance.
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. <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. The student can: ☐ 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 performance.
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). <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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 (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 performance.
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). <i>The learner exhibits no major errors or omissions regarding any of the information and processes (simple or complex) that were explicitly taught.</i>
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. The student can: ☐ 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.