

Grading Benchmarks – Grade One

English Language Arts Foundations of Literacy

1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. (L.1.1; L.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely applies grade level grammar/usage including: • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words	Student is beginning to apply grade level grammar/usage including: • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words	Student consistently applies grade level grammar/usage including: • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words	Student consistently applies above grade level grammar/usage including: • “I” voice when using personal narrative • Action words • Match nouns and verbs (they hop; Bob hops) • Describing words
2	Student rarely applies grade level grammar/usage as listed in the 1st Trimester plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)	Student is beginning to apply grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory)	Student consistently applies grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory) • Includes determiners (this, that, these, those) and prepositions	Student consistently applies above grade level grammar/usage as listed in the 1st Trimester, plus: • Uses sequencing words to organize writing (first, next, then, finally) • Uses a variety of sentences (simple, compound, declarative, interrogative, imperative, exclamatory) • Includes determiners (this, that, these, those) and prepositions

3	Student rarely applies grade level grammar/usage as listed in the 1st and 2nd Trimesters plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because).	Student is beginning to apply grade level grammar/usage as listed in the 1st and 2nd Trimesters plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because).	Student consistently applies grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because).	Student consistently applies above grade level grammar/usage as listed in the 1st and 2nd Trimesters, plus: - Varies choice of describing words as a way to clarify meaning (big, gigantic). - Common, proper and possessive nouns. - Uses conjunctions to expand ideas (and, but, so, or, because).
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2. Knows and applies grade level phonics and word analysis skills in decoding words (pictures, context, phonics) (RF.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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1	• Student is unable or rarely able to recognize and use beginning sounds • Student is unable or rarely able to make sure reading makes sense • Student is unable or rarely able to use internal parts of words with beginnings and endings • Student is unable or rarely able to read high frequency words automatically • Student is unable or rarely able to notice errors and cross-check with unused sources of information • Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text	• Student is sometimes able to recognize and use beginning sounds • Student sometimes checks to make sure reading makes sense • Student sometimes uses internal parts of words with beginnings and endings • Student sometimes reads high frequency words automatically • Student sometimes notices errors and cross-checks with unused sources of information • Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text	• Student consistently identifies and decodes using beginning sounds • Student consistently checks to make sure reading makes sense • Student consistently uses internal parts of words with beginnings and endings • Student consistently reads high frequency words automatically • Student consistently notices errors and cross-checks with unused sources of information • Student consistently distinguishes between information provided by pictures and information provided by words in a text	• Student consistently identifies and decodes using beginning and ending sounds • Student consistently checks to make sure reading makes sense, in above grade-level text • Student consistently uses internal parts of words with beginnings and endings, in above grade-level text • Student consistently reads high frequency words automatically, in above grade-level text • Student consistently notices errors, in above grade-level text, and cross-checks with unused sources of information • Student consistently distinguishes, in above grade-level text, between information provided by pictures and information provided by words
2	• Student is unable or rarely able to recognize and use beginning and ending sounds • Student is unable or rarely able to keep the accumulating story events (or content) in mind • Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words • Student is unable or rarely able to stop and at the point of error	• Student is sometimes able to recognize and use beginning and ending sounds • Student sometimes keeps the accumulating story events (or content) in mind • Student sometimes uses meaning of accumulated text to figure out unfamiliar words • Student sometimes stops and corrects at the point of error	• Student consistently identifies and decodes using beginning and ending sounds • Student consistently keeps the accumulating story events (or content) in mind • Student consistently uses meaning of accumulated text to figure out unfamiliar words • Student consistently stops and corrects at the point of error	• Student consistently identifies and using beginning, ending and middle (vowel) • Student consistently keeps the accumulating story events (or content) in mind, in above-grade- level text • Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above grade-level text • Student stops and corrects at the point of error, in above grade level text

3	• Student is unable or rarely able to recognize and use beginning, ending and middle (vowel) sounds • Student is unable or rarely able to reread and self-correct at points of error • Student is unable or rarely able to monitor for all sources of information • Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text	• Student is sometimes able to recognize and use beginning, ending and middle (vowel) sounds • Student sometimes rereads and self-corrects at points of error • Student sometimes monitors for all sources of information • Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text • Student sometimes solves unknown words with relative ease	• Student consistently identifies and recognizes using beginning, ending and middle (vowel) sounds • Student consistently rereads and self-corrects at points of error • Student consistently monitors for all sources of information • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text • Student consistently solves unknown words with relative ease	• Student consistently decodes unknown and complex/ multisyllable words using beginning, all phonemes (blends, digraphs, diphthongs) • Student consistently rereads and self-corrects at points of error, in above grade-level text • Student consistently monitors for all sources of information in above grade level text • Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above grade-level text • Student consistently solves unknown words with relative ease, in above grade-level text
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Reading

1. Reads with sufficient accuracy and fluency to support comprehension. (RL.1.10; RI.1.10; RF.1.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student has achieved reading success at Level B or below.	Student has achieved reading success at Level C or D.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or above.

2	Student has achieved reading success at Level D or below.	Student has achieved reading success at Level E or F.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or above.
3	Student has achieved reading success at Level F or below.	Student has achieved reading success at Level G or H.	Student has achieved reading success at Level I or J.	Student has achieved reading success at Level K or above.

2. Retells stories and/or informational text to include key details and central details and central message/main topic. (RL.1.3; RL.1.7; RL.1.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With prompting and direct questions student can sometimes: • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution	With prompting and direct questions student can: • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution	With little or no prompting, student can: • Use key details to describe the characters and the setting (when and where) • Identify the problem and solution	Without prompting, in above grade-level text, student can: - Use key details to describe the characters and the setting (when and where) - Identify the major events (Plot) - Identify the problem and solution
2	With prompting and direct questions student can sometimes: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution	With prompting and direct questions Student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution	With little or no prompting student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution	Without prompting, in above grade-level text, student can: - Use key details to describe the characters and the setting (when and where) - Identify the major events (Plot) - Identify author's purpose - Identify cause and effect

3	With prompting and direct questions student can sometimes: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author's purpose • Sometimes identify cause and effect	With prompting and direct questions Student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author's purpose • Identify cause and effect	With little or no prompting student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify the problem and solution • Identify author's purpose • Identify cause and effect	Without prompting, in above grade-level text, student can: • Use key details to describe the characters and the setting (when and where) • Identify the major events (Plot) • Identify author's purpose • Identify cause and effect
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3. Ask and answer questions to determine key details and understanding of text (RL.1.1; RL.1.2; RL.1.10)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	• Student is not grasping key concepts, processes and essential skills. • Student is unable to use text to answer literal questions. • Student is rarely able to ask or answer questions about the text.	Student is beginning to: • Grasp key concepts, processes and skills. • Use the text to answer literal questions about the text • Talk about what happened in the text, including events and setting.	Student consistently: • Grasps and applies key concepts, processes and skills. • Retells the story in sequential order. • Student consistently asks and answers questions about grade level texts	In above grade level txt: • Student extends key concepts, processes and skills. • Student is answering questions about characters/information citing relevant evidence in the text. • Student consistently asks and answers questions about above grade level texts

4. Demonstrates understanding of multiple text features and genres. (RI.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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1	Student attempts to identify the main idea(s); however, the main idea may be stated incorrectly or may be missing	Student identifies the main idea(s), and includes some supporting details.	Student identifies the main idea(s) correctly, and includes many supporting details.	Student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details
2	Student identifies the main idea(s); however, the main idea may be stated incorrectly, May contain few, incorrect or irrelevant supporting details	Student identifies the main idea(s), and includes some supporting details. Much of the response is copied directly from the text. May contain major inaccuracies	Student identifies the main idea(s) correctly, and includes many supporting details. Response is stated mostly in the student's own words. May contain minor inaccuracies	In above grade level text, student clearly and accurately identifies the main idea(s), and includes most of the relevant supporting details. Response is stated in the student's own words.
3	Fails to make an inference, or makes an inference which is illogical or irrelevant	Makes a general inference about character(s) and/or event(s) with few/no supporting details or uses irrelevant details	Makes a general inference about character(s) and/or events(s) with some supporting details, or uses irrelevant details.	In above grade level texts, student makes logical and relevant inferences about character(s) and/or event(s). Details from the reading support the inferences made.

5. Compares and contrasts key parts and events in texts (RL.1.2; RL.1.3; RL.1.9)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	- Student does not use background knowledge to make connections between their own lives, other books and the world. - Student does not make inferences about characters and events using text clues and illustrations. - Student does not identify relationships between characters	- Student attempts to use background knowledge to make connections between their own lives, other books and/or the world. Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. - Student identifies basic relationships between characters	- Student uses background knowledge to make connections between their own lives, other books and the world. - Student makes inferences about characters and events using text clues and illustrations. - Student identifies relationships between characters	- Student uses background knowledge to make meaningful connections between their own lives, other books and the world. - Student makes sophisticated inferences about characters and events using text clues and illustrations. - Student identifies and draws conclusions from relationships between characters

2	• Student does not make text-self to text-to-world connections using background knowledge. • Student makes inaccurate or incomplete inferences about characters and events using text clues and illustrations. • Student identifies basic relationships between characters	With prompting and support, student: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters	Student consistently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes some inferences about characters and events using text clues and illustrations. • Identifies relationships between characters	In above grade level text, student independently: • Activates background knowledge to make text-self to text-to-world connections that do not enhance comprehension • Makes inferences about characters and events using text clues and illustrations. • Identifies relationships between characters
3	• Student is unable to compare and/or contrast two or more characters or events in text. • Student is unable to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student cannot consider how the story would change with different endings and setting.	With prompting and support, student is beginning to compare and/or contrast two or more characters or events in text. • Student is beginning to use details from the text and illustrations to make connections to the characters, events and setting of a story. • Student attempt to consider how the story would change with different endings and setting.	• Student consistently compares and/or contrasts two or more characters or events in text. • Student uses details from the text and illustrations to make connections • Student considers how the story would change with different endings and setting.	In above grade level text, student: Independently, student consistently compares and/or contrasts two or more characters or events in text. • Student makes sophisticated inferences about characters and events using text clues and illustrations. Student develops unique and creative alternate endings and settings.

Writing

1. Writes narrative texts. (W.1.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	With guidance and support, student is beginning to: • Sequence events that are to take place in a written piece • Record an opening and closing statement • Use few descriptive words to elaborate a story	With guidance and support, student is able to: • Place events to be written about in a logical order • Create an appropriate opening and/or closing statement • Use a few descriptive words to elaborate a story. • Self -edit to make corrections.	Student is independently able to: • Tell events in a sequence • Describe events using details • Use sequence words to show order of events (e.g., now, when, then) • End with a closing sentence • Explain what was written when questions are asked by adults and peers • Reflect on writing and make change • Add descriptive words and details • Self-edit and correct spelling, grammar and punctuation errors	Student consistently and independently is able to: • meet most or all components for writing a quality narrative piece (developing real or imagined characters, using descriptive details, conveying clear sequences); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

2. Writes informative/ explanatory texts. (W.1.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
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1	- Does not generate ideas or sequence events. - Thinks, sketches or writes a few unrelated ideas.	- Focus of the writing is unclear - No details are evident or details do not support the topic. - Details lack organization.	- Writing has a single focus from beginning to end, but may drift. - Few details are included and/or support the topic completely. - Details are organized with some transition.	Writing has a single focus from beginning to end. Details support the topic Details are organized, transitioning in a logical sequence.
2	With guidance and support, student is beginning to: - Generate facts to be used for an informative text - Sequence ideas to be used with significant support from the teacher.	With guidance and support, student is able to: - Understand differences between facts and opinions to be used in a literary piece. - Add details to writing based on questions and suggestions. - Include a closing statement - Self -edit to make corrections	Student is independently able to: - Add details to writing based on questions and suggestions. - Discern facts from opinion - Introduce a topic that is well known - Include some facts about a topic - Write a closing statement - Self -edit to make corrections	Student consistently and independently is able to: Independently and consistently able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
3	With guidance and support, student is beginning to: - Generate facts to be used for an informative text - Sequence ideas to be used with significant support from the teacher.	With guidance and support, student is able to: - Understand differences between facts and opinions to be used in a literary piece. - Add details to writing based on questions and suggestions. - Include a closing statement - Self -edit to make corrections	Student is independently able to: - Add details to writing based on questions and suggestions. - Discern facts from opinion - Introduce a topic that is well known - Include some facts about a topic - Write a closing statement - Self -edit to make corrections	Student consistently and independently is able to: Independently and consistently able to meet most or all components (topic, development of relevant information, text features, and a concluding statement) for informational writing; writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

3. Writes opinion texts. (W.1.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	With guidance and support, student is beginning to: • Develop an opinion on a topic or idea. • Identify facts to be used to support an opinion. • Develop an appropriate closing.	With guidance and support, student is able to: • State an opinion on a topic • Develop reasons to support a topic or idea. • Begin to use descriptive words to elaborate on a topic. • Revise and edit a literary piece with teacher input. • Include a closing statement	Student is independently able to: • Introduce the topic Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors	Student consistently and independently is able to: • Add meet most or all components for writing a quality opinion piece (introduce a clearly stated opinion, sample reasons to support the opinion, smooth transitions from one opinion to the next, and a conclusion); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing

3	With guidance and support, student is beginning to: • Develop an opinion on a topic or idea. • Identify facts to be used to support an opinion. • Develop an appropriate closing.	With guidance and support, student is able to: • State an opinion on a topic • Develop reasons to support a topic or idea. • Begin to use descriptive words to elaborate on a topic. • Revise and edit a literary piece with teacher input. • Include a closing statement	Student is independently able to: • Introduce the topic Express an opinion on the topic • Include a reason to support the opinion • Include a closing statement or section • Reflect on writing and make changes • Add descriptive words and details • Attempt to recognize and correct spelling, grammar and punctuation errors	Student consistently and independently is able to: • Add meet most or all components for writing a quality opinion piece (introduce a clearly stated opinion, sample reasons to support the opinion, smooth transitions from one opinion to the next, and a conclusion); writing includes compositional risks and demonstrates a sophistication not typically found in grade level writing
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4. Revises and edits to include appropriate capitalization, punctuation, conventions of grammar and spelling. (W.1.5)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support, student is: • Beginning to add details to writing based on questions and suggestions • Unable to self-edit to make corrections.	With guidance and support, student is able to: • Add details to writing based on questions and suggestions. • Self -edit to make corrections.	Student is able to: • Add details to writing based on questions and suggestions. • Self-edit to correct most errors.	Student consistently and independently is able to: • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing.

2	With guidance and support, student is beginning to: • Add details to writing based on questions and suggestions Self-edit to make corrections.	With guidance and support, student is able to: • Add details to writing based on questions and suggestions. Self-edit to make corrections	Student is able to: • Add details to writing based on questions and suggestions. Self-edit to make corrections	Student consistently and independently is able to: • Add details to writing based on questions and suggestions. • Self-edit to make corrections. Revises to clarify and enhance writing.
3	With guidance and support, student is beginning to: • Add details to writing based on questions and suggestions • Self-edit to make corrections.	With guidance and support, student is able to: • Add details to writing based on questions and suggestions. • Self-edit to make corrections.	Student is able to: • Add details to writing based on questions and suggestions. • Self-edit to correct errors. • Reread and revise own writing to clarify and enhance writing.	Student consistently and independently is able to: • Add details to writing based on questions and suggestions. • Self-edit to make corrections. • Revises to clarify and enhance writing.

Speaking and Listening

1. Participates in collaborative discussions actively and appropriately (SL.1.1; SL.1.2; SL.1.3; SL.1.4; SL.1.5; SL1.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student occasionally participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	Student consistently participates in group discussions or follows discussion rules: listening to others, speaking one at a time in complete sentences and gaining the floor in respectful ways	- Student has achieved grade-level expectations and stays on topic by linking his/her own additions to the conversation or previous remarks of others - Student extends his/her ideas and understanding in light of the discussion

2. Asks and answers questions in response to a text read aloud or information presented. (SL.1.1; SL.1.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Student requests clarification of a text read aloud or information presented orally or through other media by asking questions - Student asks questions about what a speaker says in order to seek help	- Student confirms understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood - Student asks about what a speaker says in order to seek help or get information	- Student asks and answers questions about key details in a text read aloud or information presented orally or through another media - Students asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood	- Student recounts or describes key ideas or details from a text read aloud or information presented orally or through other media - Student asks and answers questions about what a speaker says in order to clarify comprehension or deepen understanding of a topic or issue

Mathematics
Operations and Algebraic Thinking

1. Demonstrates the ability to add and subtract within 20 (1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support: - Counts forward or backward from any number within 20 to solve subtraction problems - Adds and Subtracts whole numbers within 20 using strategies including making 10	Sometimes: - Counts forward or backward from any number within 20 to solve subtraction problems - Adds and Subtracts whole numbers within 20 using strategies including making 10	Consistently: - Counts forward or backward from any number within 20 to solve subtraction problems - Subtracts whole numbers within 20 using strategies including making 10	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
2	With guidance and support: - Counts forward or backward from any number within 20 to solve subtraction problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Sometimes: - Counts forward or backward from any number within 20 to solve subtraction problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Consistently: - Counts forward or backward from any number within 20 to solve subtraction problems - Adds whole numbers within 20 using strategies including making 10 - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.

3	With guidance and support: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Sometimes: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Consistently: - Counts forward from any number within 20 to solve addition problems - Uses addition within 20 to solve word problems involving situations or adding to, putting together, and comparing within unknowns in all positions - Solve addition problems with three whole numbers with sums less than or equal to 20.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class.
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2. Understands the relationship between addition and subtraction(1.OA.A; 1.OA.B; 1.OA.C; 1.OA.D)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	With guidance and support adds up to sums of 5 and subtracts within 5, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 5 and differences of 5 using rote memory. At times the student struggles with the relationship between addition and subtraction in creating equivalent sums and differences.	Consistently adds up to sums and differences of 5 using rote memory with no support.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
2	With guidance and support adds up to sums of 10 and subtracts within 5, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 10 and differences of 10 using rote memory. At times the student struggles with the relationship between addition and subtraction in creating equivalent sums and differences.	Consistently adds up to sums and differences of 10 using rote memory with no support.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class

3	With guidance and support adds up to sums of 10 and subtracts within 10, using strategies such as counting on, relationships between addition and subtraction and creating equivalent but easier or known sums	Sometimes adds up to sums of 10 and differences of 10 using rote memory. At times the student struggles with the relationship between addition and subtraction in creating equivalent sums and differences.	Consistently adds up to sums and differences of 10 using rote memory with no support.	Extends mathematical concepts, drawing conclusions that demonstrate depth of understanding and/or applies mathematical skills/strategies accurately that have not yet been taught in class
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3. Represents and solves addition and subtraction problems within 20. (1.OA.A.1; 1.OA.A.2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable to use addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • Unable to use subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	With prompting and support uses addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • With prompting and support uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Independently uses addition to 10 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • Independently uses subtraction to 10 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Applies knowledge of addition and subtraction to solve and explain complex word problems and equations involving 2 or 3 whole numbers

3	• Unable to use addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • Unable to use subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	• With prompting and support uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • With prompting and support uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	• Independently uses addition to 20 to solve word problems involving situations of adding to, putting together with unknowns in all positions using manipulatives, drawings and simple equations with a symbol for the unknown. • Independently uses subtraction to 20 to solve word problems involving situations of taking from, taking apart; using manipulatives, drawings and simple equations with a symbol for the unknown.	Applies knowledge of addition and subtraction to solve and explain complex word problems and equations involving 3 whole numbers
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Numbers and Operations in Base Ten

1. Extends the counting sequence to 120 orally and in written form. (1.NBT.A.1)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	- Student is unable to count to 120 - Student is unable to read and write numerals and represent a number of objects (to 80) with a written numeral	- With prompting and support, student is able to count to 120 - With prompting and support student is able to read and write numerals and represent a number of objects (to 80) with a written numeral	- Independently, student is able to count to 120 - Independently, student is able to read and write numerals and represent a number of objects (to 80) with a written numeral	Consistently, student is able to independently count above 120 Student reads and writes numerals and represent a number of objects(above 80) with a written numeral
3	- Student is unable to count to 120 - Student is unable to read and write numerals and represent a number of objects (to 120) with a written numeral	- With prompting and support, student is able to count to 120 - With prompting and support student is able to read and write numerals and represent a number of objects (to 120) with a written numeral	- Independently, student is able to count to 120 - Independently, student is able to read and write numerals and represent a number of objects (to 120) with a written numeral	Consistently, student is able to independently count above 120 Student reads and writes numerals and represent a number of objects(above 120) with a written numeral

2. Understand place value (tens and ones) and can compare two-digit numbers (1.NBT.B.2, 1.NBT.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Unable to understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.	With prompting and support understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.	Independently understands the meaning of the equal sign and determines if equations involving addition and subtraction are true or false.	Student independently extends understanding of the meaning of an equal sign to determine if equations involving 2-digit addition and subtraction are true or false.

2	Student is unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones. Student is unable to compare two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones. With prompting and support understands the meaning of $>$, $<$ and $=$; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	Independently understands that the two digits (of a two-digit number) represent amounts of tens and ones Independently understands the meaning of $>$, $<$ and $=$; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	Independently applies place value knowledge in situations involving more than two digit numbers. Student extends understanding the meaning of $>$, $<$ and $=$. Compares three digit numbers, recording the results of comparisons with $>$, $<$, and $=$.
3	Student is unable to understand that the two digits (of a two-digit number) represent amounts of tens and ones. Student is unable to compare two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	With prompting and support understands that the two digits (of a two-digit number) represent amounts of tens and ones. With prompting and support understands the meaning of $>$, $<$ and $=$; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	Independently and consistently understands that the two digits (of a two-digit number) represent amounts of tens and ones. Independently understands the meaning of $>$, $<$ and $=$; compares two two-digit numbers of the tens and one digits, recoding the results of comparisons with the symbols $>$, $=$, and $<$.	Independently applies place value knowledge in situations involving more than two digit numbers. Understands that the digits of a three-digit number represent amounts of hundreds, tens and ones. Student extends understanding the meaning of $>$, $<$ and $=$. Compares three digit numbers, recording the results of comparisons with $>$, $<$, and $=$.

3. Uses place value understanding and properties of operations to add and subtract for problem solving. (1.NBT.C.4; 1.NBT.C.5, 1.NBT.C.6)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to use addition and subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition and subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition and subtraction up to 10 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
2	Student is unable to use addition or subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	With prompting and support, student uses addition and subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition and subtraction up to 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.	Student independently and consistently uses addition and subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.
3	Student is unable to solve problems that call for addition or subtraction of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	With prompting and support, student solves problems that call for addition and subtraction of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently solves word problems that call for addition or subtraction of three whole numbers up to 20 to solve word problems by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Student independently and consistently uses addition and subtraction beyond 20 to solve problems using manipulatives, drawings, and simple equations with a symbol for the unknown.

Measurement and Data

1. Measures and orders objects by length. (1.MD.A.1-2)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable to order two objects by length and express the length of an object as a whole number of units.	With prompting and support orders two objects by length and expresses the length of an object as a whole number of length units.	Independently orders two objects by length; expresses the length of an object as a whole number of length units.	Applies understanding of various units of measurement in problem solving.
3	• Able to order three objects by length and express the length of the object, but unable to compare the lengths of two objects by using the third object. • Unable to measure an object's length by laying multiple copies end to end with no over overlap.	• With prompting and support orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object's length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units.	• Consistently and independently orders three objects by lengths and compares the lengths of two objects by using the third object. • Uses an object to measure another object's length by laying multiple copies end to end with no overlaps giving correct measurements in whole number units.	Extends and applies concepts of measuring, comparing, and ordering lengths. Demonstrates depth of understanding and/or applies skills and strategies accurately that have not yet been taught.

2. Tells and writes time in hours and half-hours. (1.MD.B.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	NOT ASSESSED AT THIS TIME			
3	Student rarely demonstrates ability to tell and write time in hours and half-hours using analog and digital clocks. Teacher support required.	Student is beginning to demonstrate ability to tell and write time in hours and half-hours using analog and digital clocks. Student may need extra support from teacher.	Student consistently demonstrates ability to tell time in hours and half-hours using analog and digital clocks.	Student independently extends ability to tell and write time using analog and digital clocks to the nearest 5 minutes, using AM and PM.

3. Represents and interprets data (1.MD.C.4)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
	NOT ASSESSED AT THIS TIME			
2	Student rarely demonstrates ability to: - Represents data using tallies. - Organize, represent and interpret data in one, two or three categories - Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category. - Teacher support required.	Student is beginning to: - Represents data using tallies. - Demonstrate ability to organize, represent and interpret data in one, two or three categories - Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another. - Student may need extra support from teacher and/or manipulatives.	Student consistently: - Represents data using tallies. - Demonstrates ability to organize, represent and interpret data in one, two or three categories - Ask and answer questions about the total number of data points - how many in each category and how many more or less are in one category than in another.	Student demonstrates the ability to: - Organize, represent and interpret data in one, two or three categories Ask and answer questions about the total number of data points, how many in each category and how many more or less are in one category than in another. - Student independently gathers information and represents data by drawing a picture graph and bar graph to represent a data set with at least four categories - Student can independently explain and extend the data. - Student makes predictions and draws conclusions based on the data.
3	Student rarely demonstrates the ability to: - Organize, represent and interpret data with up to three categories - Ask and answer questions about the total number of data points (e.g. how many in each category, and how many more	With prompting and support: - Organizes, represents, and interprets data with up to three categories. - Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	Independently and Consistently: - Organizes, represents and interprets data with up to three categories - Asks and answers questions about the total number of data points (e.g. how many in each category, and how many more or less are in one category than in another?).	Meets all the criteria of a 3 and analyzes data representations to make predictions and draw conclusions.

	or less are in one category than in another?).			
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Geometry

1. Compares, composes and partitions shapes. (G.A.1, G.A.2, G.A.3)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	NOT ASSESSED AT THIS TIME			
2	Unable to distinguish between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and build and draw shapes that possess defining attributes.	With prompting and support distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Independently and consistently distinguishes between defining attributes (# of sides, corners, etc.) versus non- defining attributes (color, size, etc.) and builds and draws shapes that possess defining attributes.	Meets the criteria for a 3 and also evaluates and compares shapes by attributes using formal mathematical language.
3	Student rarely demonstrates the ability to: - Compare and contrast two or three dimensional shapes. - Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. - Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. - Describe the whole as <i>two of</i>, or <i>four of</i> the shares - Understand for these examples that decomposing into more equal shares creates	With prompting and support student is beginning to demonstrate the ability to: - Compare and contrast two or three dimensional shapes. - Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. - Partition circles rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. - Describe the whole as <i>two of</i>, or <i>four of</i> the shares - Understand for these examples that decomposing into more equal shares creates smaller shares	Independently and consistently: - Compares and contrasts two and three dimensional shapes. - Combine two and three dimensional shapes to create a composite shape and compose new shapes from the composite shape. - Partition circles and rectangles into two and four equal shares, describes the shares using the words <i>halves</i>, <i>fourths</i> and <i>quarters</i> and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. - Describe the whole as <i>two of</i>, or <i>four of</i> the shares - Understand for these examples that decomposing into more equal shares creates smaller shares.	Student independently extends ability to: Meets the criteria for a 3 and explains the new shapes composed using formal mathematical language. Partition circles and rectangles into three shapes, describing the shares using the word <i>thirds</i> and use the phrase <i>third of</i>. Describe the whole as <i>three thirds</i>. Recognize that equal shares of identical whole need not have the same shape

	smaller shares.			
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Science

1. Demonstrates understanding of content and core ideas

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.

2	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail about scientific ideas that go beyond regular investigations.
3	Student is unable to: • Demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Begin to demonstrate understanding of key concepts and vocabulary for the unit. • Share some observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Partially communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas.	Student is able to: • Understand key concepts and vocabulary for the unit. • Share observations relevant to investigations by analyzing data collected. • Participate in planning and conducting an investigation in collaboration with peers and with teacher guidance. • Communicate solutions with others in oral and/or written forms using models and/or drawings that provide data about scientific ideas.	Student is able to: • Extend key concepts and vocabulary for the unit in real world situations • Apply observations to ideas beyond investigation by analyzing data collected. • Actively participate independently in planning and conducting an investigation in collaboration with peers. • Communicate solutions with others in oral and/or written form using models and/or drawings that provide detail

				about scientific ideas that go beyond regular investigations.
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Social Studies

Demonstrates an understanding of content and core ideas.

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
1	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
2	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • May requires teacher support. • Participates in discussions and activities related to social studies topics.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.

3	Student rarely or is unable to: • Demonstrate understanding of key concepts, content, and vocabulary presented. • Participate in discussions and activities related to social studies topics.	Student occasionally: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics. • May requires teacher support.	Student: • Demonstrates understanding of key concepts, content, and vocabulary presented. • Participates in discussions and activities related to social studies topics.	Student consistently: • Demonstrates an advanced understanding of key concepts, content, and vocabulary presented. • Makes connections to prior knowledge and experiences, concepts from other content areas and content previously learned in social studies. • Participates in discussions and activities related to social studies topics.
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Art

1. Demonstrates understanding of skills & concepts

(Art Elements: Introduction and exploration of line, shape, texture, and color. Materials and Tools: Exploration and Use. Creativity and originality)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	- Student is not able to understand and effectively use lines, texture, shapes and colors. - Student does not explore available materials with appropriate care and use. - Student does not demonstrate original ideas.	- Student is beginning to understand and effectively use lines, texture, shapes and colors. - Student is beginning to explore available materials with appropriate care and use. - Student is beginning to demonstrate original ideas	- Student understands and effectively uses lines, texture, shapes and colors. - Student explores available materials with appropriate care and use. - Student demonstrates original ideas.	- Student consistently understands and effectively uses lines, texture, shapes and colors. - Student consistently explores available materials with appropriate care and use. - Student consistently demonstrates original ideas.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student usually: - Listens in class - Focuses on a given task - Respects rules, routines, and procedures - Participates in activities - Engages in activities - Is prepared for class	Student consistently: - Listens in class - Focuses on a given task - Respects rules, routines and procedures - Is prepared for class - Displays enthusiasm - Displays leadership abilities

Media Arts/Technology

1. Demonstrates Understanding of skills & concepts (Operations and Concepts; Materials and Tools; Production/Creativity Collaboration)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	- Student rarely returns library books on time, has difficulty understanding library and technology terminology when used by the teacher; cannot identify specific keys on a keyboard and cannot name ways to use the internet safely - Student is unfamiliar with the keyboard and lacks basic understanding of OPAC, books, desktop publishing programs and databases. - Student does not demonstrate understanding of creation of media products.	- Student occasionally returns library books on time; is beginning to understand terminology when used by the teacher and is beginning to learn ways to use the internet safely. - Student can identify specific keys on a keyboard; uses books, desktop publishing programs and databases with guidance. - Student attempts to create media products.	- Student frequently returns library books on time; understands terminology during instruction and is beginning to understand ways to use the internet safely. - Student can touch type, is beginning to use books, desktop publishing programs and databases for information. - Student completes media products as instructed.	- Student consistently returns library books on time; uses terminology correctly and can name ways to use the internet safely. - Student types carefully; uses basic elements of books, desktop publishing programs and databases for information. - Student consistently applies skills and original ideas in the creation of media products.

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Music

1. Demonstrates understanding of skills & concepts (Singing/Melody; Beat/Rhythm; Expression)

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student is not able to: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student is beginning to: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression	Student consistently: • Sing on pitch with proper vocal placement • Keep a steady beat and read basic rhythmic notation • Move to music with expression

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
All	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines and procedures • Is prepared for class • Displays enthusiasm • Displays leadership abilities

Physical Education/Health

1. Demonstrates an understanding of skills & concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: • Gross and fine motor skills • Selection of appropriate strategies to accomplish activities • Safety • Wellness	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class	Student consistently: • Listens in class • Focuses on a given task • Respects rules, routines, and procedures • Demonstrates sportsmanship • Participates in activities • Engages in activities • Is prepared for class

STEM

1. Demonstrates an understanding of skills & concepts

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level.	Student demonstrates proficiency in most of the following: - Asks questions, makes observations, and gathers information about a situation people want to change through the development of a new or improved object or tool - Develop a sketch, drawing or model to illustrate how an object can help to solve a problem. - Analyze data from tests to solve a problem and evaluate the strength of the solution.	Student consistently demonstrates above-level proficiency in all of the concepts and skills listed at benchmark

2. Participates with effort, cooperates, follows directions

Trimester	Needs Support	Approaching Standards	Meets Standards	Exceeds Standards
ALL	Student rarely meets expectations at benchmark level.	Student sometimes meets expectations listed at benchmark level	Student usually: - Listens in class - Focuses on a given task - Respects rules, routines, and procedures - Demonstrates sportsmanship - Participates in activities - Engages in activities - Is prepared for class	Student consistently: - Listens in class - Focuses on a given task - Respects rules, routines, and procedures - Demonstrates sportsmanship - Participates in activities - Engages in activities - Is prepared for class