

Grading Benchmarks – SECOND GRADE

READING

1) Reads at grade level.

Trimester	1	2	3	4
1 st	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H or I.	Student has achieved reading success at Level J, K, or L.	Student has achieved reading success at Level M or above.
2 nd	Student has achieved reading success at Level I or below.	Student has achieved reading success at Level J or K.	Student has achieved reading success at Level L or M.	Student has achieved reading success at Level N or above.
3 rd	Student has achieved reading success at Level J or below.	Student has achieved reading success at Level K or L.	Student has achieved reading success at Level M.	Student has achieved reading success at Level N or above.
<i>Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment.</i>				

2) Uses a variety of print strategies to decode text (pictures, context, phonics).

Trimester	1	2	3	4
ALL	Student is unable or rarely able to use phonic skills, picture clues, and context clues to figure out unknown words.	Student sometimes uses phonic skills, picture clues, and context clues to figure out unknown words.	Student consistently uses phonic skills, picture clues, and context clues to figure out unknown words.	Student is able to use skills in higher level text.

3) Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
-----------	---	---	---	---

ALL	<ul style="list-style-type: none"> • Student does not demonstrate fluency when reading target high-frequency and decodable words. • Lack of fluent reading is evident during independent reading of texts. • Reading of texts is very choppy and slow. • Student does not attend to spaces between words or to ending punctuation. 	<ul style="list-style-type: none"> • Student reads some high-frequency and decodable words accurately. • Student may read words very quickly and inaccurately or very slowly and inaccurately. • Reading is somewhat fluent when independently reading texts. • Student reads leveled texts either too slowly or too quickly. • Reading is choppy some of the time. • Student does not consistently attend to ending punctuation. 	<ul style="list-style-type: none"> • Student consistently reads target high-frequency and decodable words accurately and with appropriate pacing. • Student uses and recognizes word patterns when reading words fluently. • Student demonstrates fluent reading of on-level texts. • Student reads accurately. • Student pauses briefly between words. • Student attends to ending punctuation. • Student uses expression matched to meaning and punctuation. 	<ul style="list-style-type: none"> • Student consistently reads above-level, high-frequency and decodable words accurately and with appropriate pacing. • Student demonstrates fluent reading of above-level texts when reading independently. • Student attends to internal and ending punctuation. • Reading is fluid and accurate. • Student uses phrasing to group words that go together. • Expression is matched to the mood, character's feelings, or actions in the text.
-----	--	---	---	---

4) Demonstrates reading stamina during independent reading.

Trimester	1	2	3	4
1 st	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 15 minutes.	Student consistently sustains attention during independent reading for 15 minutes.	Student consistently sustains attention during independent reading for 20 minutes.
2 nd	Student is unable or rarely able to sustain attention for 15 minutes.	Student is approaching reading stamina of 20 minutes.	Student consistently sustains attention during independent reading for 20 minutes	Student consistently sustains attention during independent reading for 25 minutes.

3 rd	Student is unable or rarely able to sustain attention for 20 minutes.	Student is approaching reading stamina of 25 minutes.	Student consistently sustains attention during independent reading for 25 minutes.	Student consistently sustains attention during independent reading for more than 25 minutes.
-----------------	---	---	--	--

5) Reads with comprehension: Literal (main idea, details, character, setting, retells accurately).

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> Student rarely demonstrates literal understanding of stories and informational texts. Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. Student does not use target comprehension skills. 	<ul style="list-style-type: none"> Student sometimes demonstrates some literal understanding of stories and informational texts. Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> Student demonstrates a literal understanding of stories and informational texts. Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student consistently demonstrates a strong literal understanding of texts. Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
2 nd	<ul style="list-style-type: none"> Student rarely demonstrates literal understanding of stories and informational texts. Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. Student does not use target comprehension skills. 	<ul style="list-style-type: none"> Student sometimes demonstrates some literal understanding of stories and informational texts. Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> Student demonstrates a literal understanding of stories and informational texts. Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student consistently demonstrates a strong literal understanding of texts. Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
3 rd	<ul style="list-style-type: none"> Student rarely demonstrates literal understanding of stories and informational texts. 	<ul style="list-style-type: none"> Student sometimes demonstrates some literal understanding of stories and informational texts. 	<ul style="list-style-type: none"> Student demonstrates a literal understanding of stories and informational texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> Student consistently demonstrates a strong literal understanding of texts.

	<ul style="list-style-type: none"> • Retellings and responses are simple, demonstrate little understanding of the text, and are generally based on pictures. • Student does not use target comprehension skills. 	<ul style="list-style-type: none"> • Retellings and responses demonstrate a partial understanding of the text and partial application of target comprehension skills. 	<ul style="list-style-type: none"> • Retellings and responses demonstrate an understanding of the text and partial application of learned comprehension skills. 	<ul style="list-style-type: none"> • Retellings and responses demonstrate a thorough literal understanding of the text and application of above-level comprehension skills.
--	--	--	--	--

6) Reads with comprehension: Inferential (inferences, predictions, conclusions)

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. • Student demonstrates a limited inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. • Student demonstrates an inferential understanding of informational and imaginative texts. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text. • Student consistently extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose. • Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts.
2 nd	<ul style="list-style-type: none"> • Student notices few details in pictures and text. • Student does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text. • Student consistently extends thinking by describing and explaining

		<ul style="list-style-type: none"> • Student demonstrates a limited inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student demonstrates an inferential understanding of informational and imaginative texts. 	<p>clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose.</p> <ul style="list-style-type: none"> • Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts.
3 rd	<ul style="list-style-type: none"> • Student notices few details in pictures and text; does not extend thinking or demonstrate inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student inconsistently notices some clues in pictures and text. • Student sometimes extends thinking to describe a few clues. • Student demonstrates a limited inferential understanding of informational and imaginative texts. 	<ul style="list-style-type: none"> • Student notices clues in pictures and text. • Student extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text. 	<p>In above-grade-level texts:</p> <ul style="list-style-type: none"> • Student consistently analyzes clues in pictures and text. • Student consistently extends thinking by describing and explaining clues to analyze and evaluate characters, events, ideas, setting, and author’s purpose. • Student consistently demonstrates an insightful inferential understanding of informational and imaginative texts. •

7) Recognizes grade level sight words.

Trimester	1	2	3	4
1 st	Student recognizes 111 or fewer sight words on Word Identification Assessment.	Student recognizes 112 to 136 sight words on Word Identification Assessment.	Student recognizes 137 to 156 sight words on Word Identification Assessment.	Student recognizes 157 or more sight words on Word Identification Assessment.

2 nd	Student recognizes 134 or fewer sight words on Word Identification Assessment.	Student recognizes 135 to 159 sight words on Word Identification Assessment.	Student recognizes 160 to 179 sight words on Word Identification Assessment.	Student recognizes 180 or more sight words on Word Identification Assessment.
3 rd	Student recognizes 154 or fewer sight words on Word Identification Assessment.	Student recognizes 155 to 174 sight words on Word Identification Assessment.	Student recognizes 175 to 199 sight words on Word Identification Assessment.	Student recognizes 200 or more sight words on Word Identification Assessment.

WRITING

1) Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1 st	Student is unable or rarely able to write for 15 minutes.	Student is approaching writing stamina of 15 minutes.	Student consistently writes for 15 minutes.	Student consistently writes for more than 15 minutes.
2 nd	Student is unable or rarely able to write for 20 minutes.	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes	Student consistently writes for more than 20 minutes.
3 rd	Student is approaching writing stamina of 20 minutes.	Student consistently writes for 20 minutes.	Student consistently writes for more than 20 minutes.	Student consistently writes for more than 25 minutes.

2) Structures writing pieces appropriately based on genre, purpose, and audience

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> The student's story had a page for the beginning, a page for the middle, and a page for the end. 	<ul style="list-style-type: none"> The student wrote a story across three or more pages about when he or she did something. 	<ul style="list-style-type: none"> The student wrote a lot of lines on a page and wrote about one time when he/she did something. 	<ul style="list-style-type: none"> The student used paragraphs and told the story bit by bit.

	<ul style="list-style-type: none"> The student told, drew, and wrote information across pages. The student told, drew, and wrote his opinion or likes and dislikes about a topic or book. 	<ul style="list-style-type: none"> The student wrote about his/her topic part by part. The student wrote his/her opinion or likes and dislikes and said why. 	<ul style="list-style-type: none"> The student's writing had different parts. Each part told different information about the topic. The student wrote his/her opinions or his/her likes and dislikes and gave reasons for his/her opinion. 	<ul style="list-style-type: none"> The student taught readers information about a subject. He/she put in ideas, observations, and questions. The student told readers his/her opinion and ideas on a text or a topic and helped them understand his/her reasons.
--	---	--	--	--

3) Uses writers' craft to effectively enhance independent writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> The student drew and wrote some details about what happened. The student told, drew, and wrote some details about the topic. 	<ul style="list-style-type: none"> The student used labels and words to give facts or details. 	<ul style="list-style-type: none"> The student chose strong words that would help readers picture his/her story. The student tried to include the words that showed he/she was an expert on the subject. The student chose words that would make readers agree with his/her opinion. 	<ul style="list-style-type: none"> The student not only told his/her story, but also wrote it in ways that got readers to picture what was happening and that brought his/her story to life. The student chose expert words to teach readers a lot about the subject. The student not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.

4) Applies editing strategies effectively including expected grade level writing conventions (periods, capitals, commas etc.)

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> The student wrote a letter for the sounds he/she heard. 	<ul style="list-style-type: none"> The student used all he/she knew about words and 	<ul style="list-style-type: none"> To spell a word, the student used what she knew about spelling patterns. 	<ul style="list-style-type: none"> The student used what he/she knew about word

	<ul style="list-style-type: none"> • The student put spaces between words. • The student used lowercase letters unless capitals were needed. • The student wrote capital letters to start every sentence. 	<p>chunks of words to help him/her spell.</p> <ul style="list-style-type: none"> • The student ended sentences with punctuation. • The student used a capital letter for names. • The student used commas in dates and lists. 	<ul style="list-style-type: none"> • The student used quotation marks to show what characters said. When the student used words such as <i>can't</i> and <i>don't</i>, he/she used the apostrophe 	<p>families and spelling rules to help him/her spell and edit.</p> <ul style="list-style-type: none"> • The student punctuated dialogue correctly with commas and quotation marks.
--	--	--	--	---

WORD STUDY

1) Identifies individualized word sort patterns and applies rules.

Trimester	1	2	3	4
ALL	Student has limited ability to sort using the word study patterns and needs significant teacher intervention to be successful.	Student is able to identify and sort word study patterns with teacher support and guidance.	Student is able to identify and sort word study patterns independently.	Student identifies and sorts word study patterns without teacher guidance and accurately extends thinking about patterns and rules.

2) Applies spelling patterns in reading and writing.

Trimester	1	2	3	4
-----------	---	---	---	---

ALL	Student has difficulty transferring word study patterns to independent reading and writing and needs significant teacher intervention to be successful.	Student transfers word study patterns learned to independent reading and writing with teacher support and guidance.	Student transfers word study patterns learned to independent reading and writing.	Student applies and extends word study patterns consistently and accurately to independent reading and writing.
-----	---	---	---	---

Math

Numbers and Numerical Operations

1) Demonstrates the ability to add and/or subtract within 20

Trimester	1	2	3	4
All	<ul style="list-style-type: none">• Student is unable or rarely able to add/subtract within sums of 20	<ul style="list-style-type: none">• Student can sometimes add/subtract within sums of 20	<ul style="list-style-type: none">• Student can add/subtract within sums of 20	<ul style="list-style-type: none">• Student is able to consistently add/subtract within and beyond sums of 20 from memory

2) Solves addition & subtraction problems with regrouping

Trimester		1	2	3	4
1st		x	x	x	x
2 & 3	<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Student is unable or rarely able to solve 2 digit problems using regrouping strategies	<ul style="list-style-type: none">• Student sometimes able to solve 2 digit problems using regrouping strategies	<ul style="list-style-type: none">• Student can solve 2 digit problems using regrouping strategies	<ul style="list-style-type: none">• Student is able to consistently solve 2 or more digit problems using regrouping or mental math strategies

8) Solves word problems

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> Student is unable or rarely able to apply word problem strategies. 	<ul style="list-style-type: none"> Student sometimes applies word problem strategies. 	<ul style="list-style-type: none"> Student can apply word problem strategies. 	<ul style="list-style-type: none"> Student can consistently apply word problem strategies and identify unknown variables to solve problems

9) Demonstrates beginning knowledge of multiplication

Trimester	1	2	3	4
1st	x	x	x	x
2 & 3	<ul style="list-style-type: none"> Student is unable or rarely able to apply beginning multiplication strategies using 	<ul style="list-style-type: none"> Student sometimes applies beginning multiplication strategies using arrays with guidance 	<ul style="list-style-type: none"> Student can apply beginning multiplication strategies using arrays with guidance 	<ul style="list-style-type: none"> Student can consistently and independently apply beginning multiplication

	arrays even with guidance			strategies using arrays
--	---------------------------	--	--	-------------------------

Numbers and Operations in Base Ten

10) Identifies place value (ones, tens, and hundreds)

Trimester	1	2	3	4
1 st	X	X	X	X
2 nd & 3 rd	<ul style="list-style-type: none"> Student is unable or rarely able to identify the ones, tens, & hundreds place and the value it represents 	<ul style="list-style-type: none"> Student sometimes identifies the ones, tens, & hundreds place and the value it represents 	<ul style="list-style-type: none"> Student can identify the ones, tens, and hundreds place and the value it represents 	<ul style="list-style-type: none"> Student is able to consistently identify the ones, tens and hundreds place and the value it represents and use that as a strategy to solve addition/subtraction problems

Measurement and Data

11) Measures the length of an object in standard units

Trimester	1	2	3	4
1 st	X	X	X	X
2 nd & 3 rd	<ul style="list-style-type: none"> Student is unable or rarely able to measure the length of an object as a number of units 	<ul style="list-style-type: none"> Student sometimes measures the length of an object as a number of units 	<ul style="list-style-type: none"> Student can measure the length of an object as a number of units 	<ul style="list-style-type: none"> Student applies measurement skills beyond expectations

12) Tells and writes time to the nearest hour, half hour, and 5 minute intervals

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> Student is unable or rarely able to tell time to the hour or half hour 	<ul style="list-style-type: none"> Student sometimes tells time to the hour or half hour 	<ul style="list-style-type: none"> Student can tell time to the hour or half hour 	<ul style="list-style-type: none"> Student is able to consistently tell time to the hour and half hour while identifying a.m. & p.m.
2 nd & 3 rd	<ul style="list-style-type: none"> Student is unable or rarely able to tell time to the hour, 	<ul style="list-style-type: none"> Student sometimes tells time to the 	<ul style="list-style-type: none"> Student can tell time to the hour, 	<ul style="list-style-type: none"> Student is able to consistently tell time to the hour, half hour, and 5

	half hour, and 5 minute intervals	hour, half hour, and 5 minute intervals	half hour, and 5 minute intervals	minute intervals while identifying a.m. & p.m.
--	-----------------------------------	---	-----------------------------------	--

13) Read and write money amounts in dollars and cents notation

Trimester	1	2	3	4
1 st	<ul style="list-style-type: none"> Student is unable or rarely able to recognize coin values 	<ul style="list-style-type: none"> Student sometimes recognizes coin values 	<ul style="list-style-type: none"> Student can recognize coin values 	<ul style="list-style-type: none"> Student is able to consistently recognize coin values and make fair trades
2 nd	<ul style="list-style-type: none"> Student is unable or rarely able to show 3 ways to make a \$1.00 	<ul style="list-style-type: none"> Student sometimes shows 3 ways to make a \$1.00 	<ul style="list-style-type: none"> Student can show 3 ways to make a \$1.00 	<ul style="list-style-type: none"> Student is able to consistently show 3 ways to make a \$1.00 using the least amount of coins

3rd	<ul style="list-style-type: none"> • Student is unable or rarely able to write money amounts using dollar and cent notation 	<ul style="list-style-type: none"> • Student sometimes write money amounts using dollar and cents notation 	<ul style="list-style-type: none"> • Student can write money amounts using dollar and cent notation 	<ul style="list-style-type: none"> • Student consistently writes money amount using dollar and notation and can do this independently with amounts over a dollar
-----	--	---	--	---

14) Collects, records, and interprets data

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> • Student is unable or rarely able to collect, record, and interpret data 	<ul style="list-style-type: none"> • Student sometimes collects, records, and interprets data 	<ul style="list-style-type: none"> • Student can collect, record, and interpret data 	<ul style="list-style-type: none"> • Student is able to consistently collect, record, interpret and identify the median and range of a data collection

Geometry

15) Identifies, compares and composes two-dimensional shapes

Trimester	1	2	3	4

1st	x	x	x	x
2 & 3	<ul style="list-style-type: none"> Student is unable or rarely able to identify, compare and compose two-dimensional shapes having specified attributes 	<ul style="list-style-type: none"> Student sometimes identifies, compares and composes two-dimensional shapes having specified attributes 	<ul style="list-style-type: none"> Student can identify, compare and compose two-dimensional shapes having specified attributes 	<p>Student is able to</p> <ul style="list-style-type: none"> recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces identify triangles, quadrilaterals, pentagons, hexagons, and cubes

16) Identifies fractional parts of basic shapes

Trimester	1	2	3	4
1 st & 2nd	x	x	x	x
3rd	<ul style="list-style-type: none"> Student is unable or rarely able to identify and describe 	<ul style="list-style-type: none"> Student sometimes identifies and describes partitioned shapes 	<ul style="list-style-type: none"> Student can identify and describe partitioned shapes 	<p>Student is consistently able to</p> <ul style="list-style-type: none"> identify and describe

	<p>partitioned shapes using the words <i>halves, thirds, fourths, or quarters</i></p>	<p>using the words <i>halves, thirds, fourths, or quarters</i></p>	<p>using the words <i>halves, fourths, or quarters</i></p>	<p>partitioned shapes using the words <i>halves, fourths, or quarters</i></p> <ul style="list-style-type: none"> • partition circles and rectangles into two, three, or four equal shares • describe the whole as two halves, three thirds, or four fourths • recognize that equal shares of identical wholes need not have the same shape (equivalent fractions)
--	---	--	--	--

Science

1) Actively participates in lessons and activities

All	Student rarely participates in lessons through discussion and activities.	Student sometimes participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities and adds conversation that is relevant to the topic.
-----	---	--	---	---

2) Demonstrates understanding of concepts and vocabulary

	1	2	3	4
Earth Changes, Movements, and Fossils	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> identify parts of the earth's surface 	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> identify parts of the earth's surface 	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> identify parts of the earth's surface 	<p>Student shows consistent understanding and that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> identify parts of the earth's surface

	<ul style="list-style-type: none"> • identify the process that builds the earth's surface • identify fossils • identify the characteristics of various dinosaurs • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • identify the process that builds the earth's surface • identify fossils • identify the characteristics of various dinosaurs • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • identify the process that builds the earth's surface • identify fossils • identify the characteristics of various dinosaurs • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • identify the process that builds the earth's surface • identify fossils • identify the characteristics of various dinosaurs • use scientific method to record data • identify and define key vocabulary terms
Plants	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> • identify parts of a seed/plant (roots, stem, leaves, flowers) • identify the basic requirements of plants and how they support the needs of the plant • describe the life cycle of a plant 	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> • identify parts of a seed/plant (roots, stem, leaves, flowers) • identify the basic requirements of plants and how they support the needs of the plant • describe the life cycle of a plant 	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> • identify parts of a seed/plant (roots, stem, leaves, flowers) • identify the basic requirements of plants and how they support the needs of the plant • describe the life cycle of a plant 	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> • identify parts of a seed/plant (roots, stem, leaves, flowers) • identify the basic requirements of plants and how they support the needs of the plant

	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • describe the life cycle of a plant • use scientific method to record data • identify and define key vocabulary terms
Simple Machines	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> • recognize types of simple machines • recognize how machines make work easier • recognize the relationship between force & motion • create, write, & discuss various elements of an invention 	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> • recognize types of simple machines • recognize how machines make work easier • recognize the relationship between force & motion • create, write, & discuss various elements of an invention 	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> • recognize types of simple machines • recognize how machines make work easier • recognize the relationship between force & motion • create, write, & discuss various elements of an invention 	<p>Student shows consistent understanding and that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> • recognize types of simple machines • recognize how machines make work easier • recognize the relationship between force & motion • create, write, & discuss various elements of an invention

Trimester	1	2	3	4
All	Student rarely participates in lessons through discussion and activities.	Student sometimes participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities.	Student consistently participates in lessons through discussion and activities and adds conversation that is relevant to the topic.
	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms 	<ul style="list-style-type: none"> • use scientific method to record data • identify and define key vocabulary terms

Social Studies

- 1) Actively participates in lessons and activities

2) Demonstrates understanding of concepts and vocabulary

Units	1	2	3	4
Geography	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> locate continents and oceans follow simple directions on a map demonstrate basic globe and map skills identify and label certain physical features on a map 	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> locate continents and oceans follow simple directions on a map demonstrate basic globe and map skills identify and label certain physical features on a map 	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> locate continents and oceans follow simple directions on a map demonstrate basic globe and map skills identify and label certain physical features on a map 	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> locating continents and oceans following simple directions on a map demonstrating basic globe and map skills identifying and label certain physical features on a map
Social Studies Skills/ Civics	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> develop timelines for historical people/events identify characteristics of leadership explain the need for rules, laws and government 	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> develop timelines for historical people/events identify characteristics of leadership explain the need for rules, laws and government 	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> develop timelines, for historical people/events identify characteristics of leadership explain the need for rules, laws and government 	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> developing timelines for historical people/events identifying characteristics of leadership explaining the need for rules, laws and government

	<ul style="list-style-type: none"> • identify traditions and celebrations of various cultures • identify symbols of American values and beliefs 	<ul style="list-style-type: none"> • identify traditions and celebrations of various cultures • identify symbols of American values and beliefs 	<ul style="list-style-type: none"> • identify traditions and celebrations of various cultures • identify symbols of American values and beliefs 	<ul style="list-style-type: none"> • identifying traditions and celebrations of various cultures • identifying symbols of American values and beliefs
US History	<p>Student shows little understanding that he or she can:</p> <ul style="list-style-type: none"> • Recognize and identify contributions of major figures in American History • explain the historical significance of major national holidays 	<p>Student shows some understanding that he or she can:</p> <ul style="list-style-type: none"> • Recognize and identify contributions of major figures in American History • explain the historical significance of major national holidays 	<p>Student shows consistent understanding that he or she can:</p> <ul style="list-style-type: none"> • Recognize and identify contributions of major figures in American History • explain the historical significance of 	<p>Student shows consistent understanding and can extend his or her thinking to a higher level by:</p> <ul style="list-style-type: none"> • Recognizing and identifying contributions of major figures in American History • explaining the historical significance of

			major national holidays	major national holidays
--	--	--	-------------------------	-------------------------