

## Grading Benchmarks – FIRST GRADE

### READING

1) Reads at grade level.

Trimester	1	2	3	4
1 <sup>st</sup>	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 <sup>nd</sup>	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, H, or I.	Student has achieved reading success at Level J or above.
3 <sup>rd</sup>	Student has achieved reading success at Level G or below.	Student has achieved reading success at Level H	Student has achieved reading success at Level I, J, or K.	Student has achieved reading success at Level L or above.

*Reading level as indicated on the Teachers College Reading Level Benchmarks for the Independent Reading Level Assessment.*

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

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to recognize and use beginning sounds.</li> <li>• Student is unable to rarely able to make sure reading makes sense.</li> <li>• Student is unable or rarely able to use internal parts of words with beginnings and endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to recognize and use beginning sounds.</li> <li>• Student sometimes checks to make sure reading makes sense.</li> <li>• Student sometimes uses internal parts of words with beginnings and endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently identifies and decodes using beginning sounds.</li> <li>• Student consistently checks to make sure reading makes sense.</li> <li>• Student consistently uses internal parts of words with beginnings and endings.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently identifies and decodes using beginning and ending sounds.</li> <li>• Student consistently checks to make sure reading makes sense in above-grade-level text.</li> <li>• Student consistently uses internal parts of words with</li> </ul>

	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to read high-frequency words.</li> <li>• Student is unable or rarely able to notice errors and cross-check with unused sources of information.</li> <li>• Student is unable or rarely able to distinguish between information provided by pictures and information provided by words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes reads high-frequency words automatically.</li> <li>• Student sometimes notices errors and cross-checks with unused sources of information.</li> <li>• Student is sometimes able to distinguish between information provided by pictures and information provided by words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes reads high-frequency words automatically.</li> <li>• Student consistently notices errors and cross-checks with unused sources of information.</li> <li>• Student consistently distinguishes between information provided by pictures and information provided by words in a text.</li> </ul>	<ul style="list-style-type: none"> <li>• beginnings and endings, in above grade level text.</li> <li>• Student consistently reads high-frequency words automatically, in above grade level text.</li> <li>• Student consistently notices errors, in above grade level text, and cross-checks with unused sources of information.</li> <li>• Student consistently distinguishes, in above-grade-level texts, between information provided by pictures and information provided by words.</li> </ul>
2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to recognize and use beginning and ending sounds.</li> <li>• Student is unable or rarely able to keep the accumulating story events (or content) in mind.</li> <li>• Student is unable or rarely able to use meaning of accumulated text to figure out unfamiliar words.</li> <li>• Student is unable or rarely able to stop and correct at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to recognize and use beginning and ending sounds.</li> <li>• Student sometimes keeps the accumulating story events (or content) in mind.</li> <li>• Student sometimes uses the meaning of accumulated text to figure out unfamiliar words.</li> <li>• Student sometimes stops and corrects at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently identifies and decodes using beginning and ending sounds.</li> <li>• Student consistently keeps the accumulating story events (or content) in mind.</li> <li>• Student consistently uses meaning of accumulated text to figure out unfamiliar words.</li> <li>• Student consistently stops and corrects at the point of error.</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently identifies and decodes using beginning, ending, and middle (vowel) sounds.</li> <li>• Student consistently keeps the accumulating story events (or content) in mind, in above-grade-level text.</li> <li>• Student consistently uses meaning of accumulated text to figure out unfamiliar words, in above-grade-level text.</li> <li>• Student consistently stops and corrects at the point of error, in above-grade-level text.</li> </ul>
3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to recognize and use</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to recognize and use beginning,</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently identifies and decodes using</li> </ul>	<ul style="list-style-type: none"> <li>• Student consistently decodes unknown and complex multi-</li> </ul>

	<p>beginning, ending, and middle (vowel) sounds.</p> <ul style="list-style-type: none"> <li>• Student is unable or rarely able to reread and self-correct at points of error.</li> <li>• Student is unable or rarely able to monitor for all sources of information.</li> <li>• Student is unable or rarely able to use an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</li> <li>• Student is unable or rarely able to solve unknown word with relative ease.</li> </ul>	<p>ending, and middle (vowel) sounds.</p> <ul style="list-style-type: none"> <li>• Student sometimes rereads and self-correct at points of error.</li> <li>• Student sometimes monitors for all sources of information.</li> <li>• Student sometimes uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</li> <li>• Student sometimes solves unknown word with relative ease.</li> </ul>	<p>beginning, ending, and middle (vowel) sounds.</p> <ul style="list-style-type: none"> <li>• Student consistently rereads and self-corrects at points of error.</li> <li>• Student consistently monitors for all sources of information.</li> <li>• Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through text.</li> <li>• Student consistently solves unknown word with relative ease.</li> </ul>	<p>syllable words using all phonemes (blends, digraphs, diphthongs).</p> <ul style="list-style-type: none"> <li>• Student consistently rereads and self-corrects at points of error, in above-grade-level text.</li> <li>• Student consistently monitors for all sources of information, in above-grade-level text.</li> <li>• Student consistently uses an increasingly more challenging repertoire of graphophonic/visual strategies to problem solve through above-grade-level text.</li> <li>• Student consistently solves unknown words with relative ease, in above grade level text.</li> </ul>
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3) Reads with fluency (expression, phrasing, rate, accuracy).

Trimester	1	2	3	4
1 <sup>st</sup>	Student reads many letters slowly and inaccurately; reads with little expression.	Student reads most letters accurately and fluently; matches expression to pictures.	Student reads letter and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions and important ideas.
2 <sup>nd</sup>	Student reads most letters accurately; matches expression to pictures.	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions and important ideas.	Student reads long vowel words accurately; changes expression during reading.
3 <sup>rd</sup>	Student reads letters and “cvc” words fluently and accurately; matches expression to surprising events and character’s feelings.	Student reads short vowel words fluently and accurately; matches expression to character’s actions and important ideas.	Student reads long vowel words accurately; changes expression during reading.	Student demonstrates fluent reading of above-level texts when reading independently; attends to ending punctuation and uses expression matched to meaning and punctuation.

4) Demonstrates reading stamina during independent reading.

Trimester	1	2	3	4
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1 <sup>st</sup>	Student is unable or rarely able to sustain attention for 10 minutes.	Student is approaching reading stamina of 10 minutes.	Student consistently sustains attention during independent reading for 10 minutes.	Student consistently sustains attention during independent reading for more than 10 minutes.
2 <sup>nd</sup>	Student is unable or rarely able to sustain attention for 15 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 more than 15 to 20 minutes.
3 <sup>rd</sup>	Student is unable or rarely able to sustain attention for 20 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 more than 20 minutes.

5) Reads with comprehension: Literal (plot, character, setting).

Trimester	1	2	3	4
1 <sup>st</sup>	Student is unable to identify character and setting of a story or has a clear misunderstanding of the story.	With prompting, student is able to identify character and setting in a story.	Student identifies character and setting when summarizing a story.	In above grade level text, student identifies character, setting, and plot when summarizing a story.
2 <sup>nd</sup>	Student is unable to identify the characters, setting, and plot in a story.	With prompting, student is able to identify character, setting, and plot in a story.	Student identifies character, setting, and plot when summarizing a story.	In above grade level text, student consistently uses details including character, setting, and problem-solution when summarizing a story.
3 <sup>rd</sup>	Student is unable to identify the characters,	With prompting, student is able to identify the	Student consistently uses details including character,	In above grade level text, student consistently

	setting and problem-solution when summarizing a story.	characters, setting, and problem/solution when summarizing a story.	setting, and problem-solution when summarizing a story.	responds to text through writing.
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6) Reads with comprehension: Inferential (inferences, predictions, connections).

Trimester	1	2	3	4
2 <sup>nd</sup>	Student is unable or rarely able to <ul style="list-style-type: none"> <li>• Make connections</li> <li>• Predict what will happen next</li> </ul>	Student is sometimes able to <ul style="list-style-type: none"> <li>• Make connections</li> <li>• Predict what will happen next</li> </ul>	Student consistently <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Predicts what will happen next</li> </ul>	In above grade level text, student consistently <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Predicts what will happen next</li> </ul>
3 <sup>rd</sup>	Student is unable or rarely able to <ul style="list-style-type: none"> <li>• Make connections</li> <li>• Predict what will happen next</li> </ul> Student notices few text and picture cues in a story.	Student is sometimes able to <ul style="list-style-type: none"> <li>• Make connections</li> <li>• Predict what will happen next</li> </ul> Student inconsistently uses text and picture cues to make inferences about a story.	Student consistently <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Predicts what will happen next</li> </ul> Student uses prior knowledge with text and picture cues to make inferences about a story.	In above grade level text, student consistently <ul style="list-style-type: none"> <li>• Makes connections</li> <li>• Predicts what will happen next</li> </ul> In above grade level text, student uses text and picture cues and prior knowledge to make inferences and extend thinking about a story.

7) Recognizes grade level sight words.

Trimester	1	2	3	4
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1 <sup>st</sup>	Student recognizes 30 or fewer sight words on Word Identification Assessment.	Student recognizes 31 to 45 sight words on Word Identification Assessment.	Student recognizes 46 to 60 sight words on Word Identification Assessment.	Student recognizes 61 or more sight words on Word Identification Assessment.
2 <sup>nd</sup>	Student recognizes 40 or fewer sight words on Word Identification Assessment.	Student recognizes 41 to 100 sight words on Word Identification Assessment.	Student recognizes 101 to 135 sight words on Word Identification Assessment.	Student recognizes 136 or more sight words on Word Identification Assessment.
3 <sup>rd</sup>	Student recognizes 100 or fewer sight words on Word Identification Assessment.	Student recognizes 101 to 135 sight words on Word Identification Assessment.	Student recognizes 136 to 160 sight words on Word Identification Assessment.	Student recognizes 160 or more sight words on Word Identification Assessment.

## Writing

1) Demonstrates stamina during independent writing time.

Trimester	1	2	3	4
1 <sup>st</sup>	Student is unable or rarely able to write for 10 minutes.	Student is approaching writing stamina of 10 minutes.	Student consistently writes for 10 minutes.	Student consistently writes for more than 10 minutes.
2 <sup>nd</sup>	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 to 20 minutes.
3 <sup>rd</sup>	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.

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

Trimester	1	2	3	4
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ALL	<ul style="list-style-type: none"> <li>The writer told a story with pictures and some "writing".</li> <li>The student told and drew pictures about a topic he/she knew.</li> <li>The student old about something he/she liked or disliked with pictures and some "writing".</li> </ul>	<ul style="list-style-type: none"> <li>The student's story had a page for the beginning, a page for the middle, and a page for the end.</li> <li>The student told, drew, and wrote information across pages.</li> <li>The student told, drew, and wrote his opinion or likes and dislikes about a topic or book.</li> </ul>	<ul style="list-style-type: none"> <li>The student wrote a story across three or more pages about when he or she did something.</li> <li>The student wrote about his/her topic part by part.</li> <li>The student wrote his/her opinion or likes and dislikes and said why.</li> </ul>	<ul style="list-style-type: none"> <li>The student wrote a lot of lines on a page and wrote about one time when he/she did something.</li> <li>The student's writing had different parts. Each part told different information about the topic.</li> <li>The student wrote his/her opinions or his/her likes and dislikes and gave reasons for his/her opinion.</li> </ul>
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3) Uses writers' craft to effectively enhance independent writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>The student told and showed what happened.</li> <li>The student said, drew, and "wrote" things she knew about the topic.</li> <li>The student said, drew, and "wrote" some things about what he/she liked and did not like.</li> </ul>	<ul style="list-style-type: none"> <li>The student drew and wrote some details about what happened.</li> <li>The student told, drew, and wrote some details about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The student used labels and words to give facts or details.</li> </ul>	<ul style="list-style-type: none"> <li>The student chose strong words that would help readers picture his/her story.</li> <li>The student tried to include the words that showed he/she was an expert on the subject.</li> <li>The student chose words that would make readers agree with his/her opinion.</li> </ul>

4) Applies punctuation when writing

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>The student could label pictures.</li> </ul>	<ul style="list-style-type: none"> <li>The student put spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>The student ended sentences with punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>The student used quotation marks to show what characters said.</li> </ul>



	<ul style="list-style-type: none"> <li>The student could write his/her name.</li> </ul>	<ul style="list-style-type: none"> <li>The student used lowercase letters unless capitals were needed.</li> <li>The student wrote capital letters to start every sentence.</li> </ul>	<ul style="list-style-type: none"> <li>The student used a capital letter for names.</li> <li>The student used commas in dates and lists.</li> </ul>	<ul style="list-style-type: none"> <li>When the student used words such as <i>can't</i> and <i>don't</i>, he/she used the apostrophe.</li> </ul>
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5) Applies spelling knowledge when writing.

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>The student could read his pictures and some of his/her words.</li> </ul>	<ul style="list-style-type: none"> <li>The student wrote a letter for the sounds he/she heard.</li> </ul>	<ul style="list-style-type: none"> <li>The student used all he/she knew about words and chunks of words to help him/her spell.</li> <li>The student spelled all of the word wall words correctly and used the word wall to help spell other words.</li> </ul>	<ul style="list-style-type: none"> <li>To spell a word, the student used what he/she knew about spelling patterns.</li> <li>The student spelled all of the word wall words correctly and used the word wall to help figure out other words.</li> </ul>

6) Produces neat and legible work.

Trimester	1	2	3	4

ALL	Student does not produce neat and legible work.	Student occasionally produces neat and legible work.	Student produces neat and legible work.	Student consistently produces neat and legible work.
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**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
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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.
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## **MATH**

### **Numbers and Numerical Operations**

1) Demonstrates the ability to add within 20

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

2) Demonstrates the ability to subtract within 20

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> <li>Student is unable or rarely able to subtract from 20 (or numbers less than 20)</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes subtracts from 20 (or numbers less than 20)</li> </ul>	<ul style="list-style-type: none"> <li>Student can subtract from 20 (or numbers less than 20)</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to consistently subtract from numbers beyond 20</li> </ul>

3) Solves addition and subtraction word problems

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to solve word problems by adding and subtracting numbers within 10</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes solves word problems by adding and subtracting numbers within 10</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve word problems by adding and subtracting numbers within 10</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve word problems by adding and subtracting numbers within and greater than 10</li> </ul>
2 <sup>nd</sup> and 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to solve word problems by adding and subtracting</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes solves word problems by adding and subtracting</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve word problems by adding and subtracting two-</li> </ul>	<ul style="list-style-type: none"> <li>Student can solve word problems by adding and subtracting two-digit numbers</li> </ul>

	two-digit numbers within 20 <ul style="list-style-type: none"> <li>• Student is unable or rarely able to solve word problems by adding three whole numbers whose sum is within 20</li> </ul>	two-digit numbers within 20 <ul style="list-style-type: none"> <li>• Student sometimes solves word problems by adding three whole numbers whose sum is within 20</li> </ul>	digit numbers within 20 <ul style="list-style-type: none"> <li>• Student can solve word problems by adding three whole numbers whose sum is within 20</li> </ul>	within and greater than 20 <ul style="list-style-type: none"> <li>• Student can solve word problems by adding three whole numbers whose sum is within and greater than 20</li> </ul>
Trimester	1	2	3	4

4) Identifies place value (ones and tens)

Trimester	1	2	3	4
1 <sup>st</sup>	X	X	X	X
2 <sup>nd</sup> and 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to identify the ones and tens place</li> </ul>	<ul style="list-style-type: none"> <li>• Student sometimes identify the ones and tens place</li> </ul>	<ul style="list-style-type: none"> <li>• Student can identify the ones and tens place</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to consistently identify the ones and tens place</li> </ul>

5) Counts to 120 starting at any number

Trimester	1	2	3	4
All	<ul style="list-style-type: none"> <li>• Student is unable or rarely able to count to 120 starting at any number</li> </ul>	<ul style="list-style-type: none"> <li>• Student is sometimes able to count to 120 starting at any number</li> </ul>	<ul style="list-style-type: none"> <li>• Student can count to 120 starting at any number</li> </ul>	<ul style="list-style-type: none"> <li>• Student is able to consistently count beyond 120 starting at any number</li> </ul>

6) Compares numbers with symbols  $>$ ,  $<$ , and  $=$

Trimester	1	2	3	4
1 <sup>st</sup>	X	X	X	X
2 <sup>nd</sup> and 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to compare two-digit numbers with symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes compares two-digit numbers with symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></li> </ul>	<ul style="list-style-type: none"> <li>Student can compare two-digit numbers with symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></li> </ul>	<ul style="list-style-type: none"> <li>Student is able to consistently compare two and three-digit numbers with symbols <math>&gt;</math>, <math>&lt;</math>, and <math>=</math></li> </ul>

**Measurement and Data**

7) Measures the length of objects in units

Trimester	1	2	3	4
1 <sup>st</sup>	X	X	X	X
2 <sup>nd</sup> & 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to measure using standard units</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes measures using standard units</li> </ul>	<ul style="list-style-type: none"> <li>Student can measure using standard units</li> </ul>	<ul style="list-style-type: none"> <li>Student applies measurement skills beyond expectations</li> </ul>

8) Tells time to the nearest hour and half hour

Trimester	1	2	3	4
1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to tell time to the hour</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes tells time to the hour</li> </ul>	<ul style="list-style-type: none"> <li>Student can tell time to the hour</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to consistently tell</li> </ul>

				time to the hour and half hour
2 <sup>nd</sup> & 3 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Student is unable or rarely able to tell time to the hour and half hour</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes tells time to the hour and half hour</li> </ul>	<ul style="list-style-type: none"> <li>Student can tell time to the hour and half hour</li> </ul>	<ul style="list-style-type: none"> <li>Student is able to consistently tell time to the hour, half hour, quarter hour and five minute intervals</li> </ul>

9) Collects, records, and interprets data

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

**Geometry**

10) Identifies and compares shapes

Trimester	1	2	3	4

ALL	<ul style="list-style-type: none"> <li>Student is unable or rarely able to identify, compare and compose two-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes identifies, compares and composes two-dimensional shapes</li> </ul>	<ul style="list-style-type: none"> <li>Student can identify, compare and compose two-dimensional shapes</li> </ul>	<p>Student is able to</p> <ul style="list-style-type: none"> <li>recognize and draw shapes having specified attributes, such as a given number of angles or a given number of faces</li> <li>identify triangles, quadrilaterals, pentagons, hexagons, and cubes</li> </ul>
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11) Identifies fractional parts of basic shapes

Trimester	1	2	3	4
ALL	<ul style="list-style-type: none"> <li>Student is unable or rarely able to identify and describe partitioned shapes using the words <i>halves, fourths, or quarters</i></li> </ul>	<ul style="list-style-type: none"> <li>Student sometimes identifies and describes partitioned shapes using the words <i>halves, fourths, or quarters</i></li> </ul>	<ul style="list-style-type: none"> <li>Student can identify and describe partitioned shapes using the words <i>halves, fourths, or quarters</i></li> </ul>	<p>Student is able to</p> <ul style="list-style-type: none"> <li>identify and describe partitioned shapes using the words <i>halves, fourths, or quarters</i></li> <li>partition circles and rectangles into two, three, or four equal shares</li> <li>describe the whole as two halves, three</li> </ul>



				thirds, or four fourths
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**Science**

- 1) Actively participates in lessons and activities

2) Demonstrates understanding of concepts and vocabulary

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.
	1	2	3	4
Animals and Insects	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence and label the stages of animal and insect’s life cycle</li> <li>• identify how animals and insects use their habitats and adapt to seasonal changes</li> <li>• label the parts of a butterfly or insect</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence and label the stages of animal and insect’s life cycle</li> <li>• identify how animals and insects use their habitats and adapt to seasonal changes</li> <li>• label the parts of a butterfly or insect</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence and label the stages of animal and insect’s life cycle</li> <li>• identify how animals and insects use their habitats and adapt to seasonal changes</li> <li>• label the parts of a butterfly or insect</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>• sequence and label the stages of animal and insect’s life cycle</li> <li>• identify how animals and insects use their habitats and adapt to seasonal changes</li> </ul>

	<ul style="list-style-type: none"> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<ul style="list-style-type: none"> <li>• label the parts of a butterfly or insect</li> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> <li>• adds meaningful information related to the topic</li> </ul>
Matter	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>• describe properties of a solid, liquid and gas</li> <li>• demonstrate how heat or cold can change the state of matter</li> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>• describe properties of a solid, liquid and gas</li> <li>• demonstrate how heat or cold can change the state of matter</li> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>• describe properties of a solid, liquid and gas</li> <li>• demonstrate how heat or cold can change the state of matter</li> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>• describe properties of a solid, liquid and gas</li> <li>• demonstrate how heat or cold can change the state of matter</li> <li>• Use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>

Weather	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence seasons and identify common signs of each</li> <li>• label the water cycle</li> <li>• identify factors that affect weather (temp., wind, precipitation, clouds)</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence seasons and identify common signs of each</li> <li>• label the water cycle</li> <li>• identify factors that affect weather (temp., wind, precipitation, clouds)</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>• sequence seasons and identify common signs of each</li> <li>• label the water cycle</li> <li>• identify factors that affect weather (temp., wind, precipitation, clouds)</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>• sequence seasons and identify common signs of each</li> <li>• label the water cycle</li> <li>• identify factors that affect weather (temp., wind, precipitation, clouds)</li> <li>• use scientific method to record data</li> <li>• identify and define key vocabulary terms</li> <li>• adds meaningful information related to the topic</li> </ul>
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**Social Studies**

- 1) Actively participates in lessons and activities

2) Demonstrates understanding of concepts and vocabulary

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.
Trimester	1	2	3	4
1 <sup>st</sup> (American Symbols)	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>Identify a symbol</li> <li>Explain why symbols are important</li> <li>Name 3 or more American Symbols such as The American Flag, Statue of Liberty, Liberty Bell</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>Identify a symbol</li> <li>Explain why symbols are important</li> <li>Name 3 or more American Symbols such as The American Flag, Statue of Liberty, Liberty Bell</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>Identify a symbol</li> <li>Explain why symbols are important</li> <li>Name 3 or more American Symbols such as The American Flag, Statue of Liberty, Liberty Bell</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>Identify a symbol</li> <li>Explain why symbols are important</li> <li>Name 3 or more American Symbols such as The American Flag, Statue of Liberty, Liberty Bell</li> </ul>

<p>2<sup>nd</sup> (Maps)</p>	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast a globe and a map</li> <li>• Label a map with essential elements such as a key, and compass rose</li> <li>• Identify and describe their neighborhood, city, state, country, continent, and world</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast a globe and a map</li> <li>• Label a map with essential elements such as a key, and compass rose</li> <li>• Identify and describe their neighborhood, city, state, country, continent, and world</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast a globe and a map</li> <li>• Label a map with essential elements such as a key, and compass rose</li> <li>• Identify and describe their neighborhood, city, state, country, continent, and world</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>• Compare and contrast a globe and a map</li> <li>• Label a map with essential elements such as a key, and compass rose</li> <li>• Identify and describe their neighborhood, city, state, country, continent, and world</li> </ul>
<p>3<sup>rd</sup> (Communities, Neighborhoods)</p>	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast lives of Pilgrims to families today via Venn diagram</li> <li>• Identify at least 3 places in their community</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast lives of Pilgrims to families today via Venn diagram</li> <li>• Identify at least 3 places in their community</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>• Compare and contrast lives of Pilgrims to families today via Venn diagram</li> <li>• Identify at least 3 places in their community</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>• Compare and contrast lives of Pilgrims to families today via Venn diagram</li> </ul>

				<ul style="list-style-type: none"> <li>Identify at least 3 places in their community</li> </ul>
<p>ALL</p> <p>Families Around the World &amp; Current Events</p>	<p>Student shows little understanding that he or she can</p> <ul style="list-style-type: none"> <li>Understand the concepts of diversity, tolerance, fairness, and respect for others</li> </ul>	<p>Student shows some understanding that he or she can</p> <ul style="list-style-type: none"> <li>Understand the concepts of diversity, tolerance, fairness, and respect for others</li> </ul>	<p>Student shows consistent understanding that he or she can</p> <ul style="list-style-type: none"> <li>Understand the concepts of diversity, tolerance, fairness, and respect for others</li> </ul>	<p>Student shows consistent understanding that he or she can extend thinking to a higher level</p> <ul style="list-style-type: none"> <li>Understand the concepts of diversity, tolerance, fairness, and respect for others</li> </ul>