**qwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmrtyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnmqwertyuiopasdfghjklzxcvbnm**

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# Pre K-Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Language Arts** | **Mid-year**  **Expectation** | **End of Year**  **Expectation** |
| **Reading** | 1. Identifies some alphabet letters. | Able to identify some alphabet letters. | Able to recognize most alphabet letters |
|  | 1. Identifies letters in own name. | Able to identify some letters in their own name | Able to identify letters in own name |
|  | 1. Displays book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover). | Displays some book handling knowledge | Consistently displays knowledge of book handling |
|  | 1. Demonstrates enjoyment of books. | Chooses books and listens attentively during story time with encouragement | Chooses books and listens attentively during story time |
|  | 1. Demonstrates an understanding of concepts of print (e.g., front to back, left to right, top to bottom). | Demonstrates some emergent reading skills | Consistently demonstrates some emergent reading skills |
|  | 1. Shows an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories). | Occasionally participates during interactive read alouds | Actively participates during interactive read alouds |
|  | 1. Demonstrates an awareness of rhyming. | Can sometimes recognize rhyming pairs | Consistently recognizes rhyming pairs |
| **Writing** | 1. Demonstrates emergent writing skills (making letter-like forms and/or conventional letters. | Able to make letter-like forms | Able to make conventional letters |
|  | 1. Attempts to write own name. | Attempts to write letters in own name | With support, able to write own name |
|  | 1. Uses pictures, letters, and strings of letters to express ideas. | Student writes a few letters and expresses ideas with pictures | Student uses drawings and “writing” to express ideas |
| **Listening and Speaking** | 1. Joins in singing, finger-play, chanting and retelling stories. | Occasionally participates in verbal activities | Frequently participates in verbal activities |
|  | 1. Actively participates in group discussions and/or activities. | Sometimes participates in group discussions and activities | Actively participates in group discussions and activities |

# Pre K-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |
| --- | --- | --- |
| **Mathematics** | **Mid-Year**  **Expectation** | **End of Year**  **Expectation** |
| 1. Demonstrates emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including last). | Counts to at least 10 and knows and understands some ordinals | Counts to 20 and knows and understands all ordinals: first through fifth, including last |
| 1. Recognizes and names written numerals 0-10. | Recognizes and names at least numerals 0-5. | Recognizes and names all numerals 0-10 |
| 1. Demonstrates understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck | Demonstrates some understanding of one-to-one correspondence | Demonstrates a clear understanding of one-to-one correspondence |
| 1. Explores and talks about basic shapes in the environment (e.g., circle, square, triangle). | Recognizes and names at least two basic shapes | Recognizes and names at least four basic shapes |
| 1. Demonstrates knowledge of patterns in a variety of ways. | Describes visual and non visual patterns in the environment | Creates patterns using concrete objects and is able to identify missing elements in patterns presented |
| 1. Shows awareness of the attributes of objects through sorting, ordering, and classifying. | Demonstrates some understanding or sorting, ordering and classifying | Demonstrates clear understanding or sorting, ordering and classifying |

# Kindergarten-Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Language Arts** | MP1  Expectation | MP2  Expectation | MP3  Expectation |
| **Reading** | 1. Reads at grade level |  | Reads independently at level C | Reads independently at level D/E |
|  | 1. Identifies upper & lower case letters | Identifies 20-35 upper & lower case letters | Identifies 36-47 upper & lower case letters | Identifies 48-52 upper & lower case letters |
|  | 1. Distinguishes beginning & ending sounds in words | Distinguishes beginning and ending sounds that have been presented | Distinguishes beginning and ending sounds that have been presented | Distinguishes all beginning and ending sounds |
|  | 1. Recognizes and produces rhyming words |  | Recognizes and produces rhyming words | Recognizes and produces rhyming words |
|  | 1. Recognizes grade-level sight words | Recognizes 7 to 9 grade-level sight words | Recognizes 10 to 24 grade-level sight words | Recognizes 25 to 34 grade-level sight words |
|  | 1. Demonstrates comprehension of a story read aloud | Able to retell a story in proper sequence using characters and setting | Able to retell a story in proper sequence using characters and setting | Able to retell a story in proper sequence using characters and setting |
|  | 1. Demonstrates understanding of the concepts of print | Achieves 10 points on *Concepts of Print Assessment* | Achieves 12 points on *Concepts of Print Assessment* | Achieves 13 points on *Concepts of Print Assessment* |
| **Writing** | 1. Uses drawing, dictating and writing to express ideas | Uses drawings and/or dictating and writing to express ideas | Uses both drawings and writing to express ideas | Writes with high frequency words using some spacing between words and uses phonetic spelling to express ideas |
|  | 1. Spells words phonetically |  | Writes a letter or letters for some consonants and short vowel sounds that have been presented | Writes a letter or letters for most consonant and short vowel sounds |
|  | 1. Proper formation of uppercase and lowercase letters | Correctly forms all letters that have been presented | Correctly writes all letters that have been presented | Correctly writes all letters |
|  | 1. Sequences ideas to narrate a single event or several loosely linked events |  | Demonstrates organization when telling and sketching a story | Demonstrates organization when telling and sketching a story with some concept of beginning, middle and end |
|  | 1. Demonstrates appropriate motor skills | Uses classroom tools correctly (i.e., writing, cutting, coloring) | Uses classroom tools correctly (i.e., writing, cutting, coloring) | Uses classroom tools correctly (i.e., writing, cutting, coloring) |
| **Listening and Speaking** | 1. Listens to others and takes turns speaking | Listens to others and takes turns speaking | Listens to others and takes turns speaking | Listens to others and takes turns speaking |
|  | 1. Makes relevant contributions to conversations | Makes relevant contributions to conversations | Makes relevant contributions to conversations | Makes relevant contributions to conversations |
|  | 1. Asks questions to gain clarity | Asks questions to gain clarity | Asks questions to gain clarity | Asks questions to gain clarity |
|  | 1. Speaks audibly and expresses thoughts, feelings and ideas clearly | Speaks audibly and expresses thoughts, feelings and ideas clearly | Speaks audibly and expresses thoughts, feelings and ideas clearly | Speaks audibly and expresses thoughts, feelings and ideas clearly |

# Kindergarten-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands 1 to 1 correspondence | Understands 1 to 1 correspondence | Understands 1 to 1 correspondence | Understands 1 to 1 correspondence |
| 1. Counts to 100 by 1’s | Counts to 20 by 1’s | Counts to 60 by 1’s | Counts to 100 by 1’s |
| 1. Counts to 100 by 10’s |  |  | Counts to 100 by 10’s |
| 1. Writes numbers correctly | Writes numbers 1-10 | Writes numbers 1-15 | Writes numbers 1-20 |
| 1. Describes measurable attributes of objects |  |  | Recognizes and compares objects by length and height |
| 1. Classifies objects into categories |  |  | Classifies and sorts objects |
| 1. Uses geometric terms to identify shapes |  | Identifies common 2 dimensional shapes | Identifies common 2 and 3 dimensional shapes |
| 1. Describes relative positions of objects as “above, below, inside, etc.” | Describes relative positions of objects as “above, below, inside, etc.” |  |  |

# Grade 1 Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language Arts** |  | **MP1** | **MP2** | **MP3** |
| **Reading** | 1. Reads at grade level | Reads independently at level F/G | Reads independently at level H/I/J | Reads independently at level I/J/K |
| 1. Uses phonics as a decoding strategy. | Consistently identifies and decodes using taught beginning blends/sounds | Consistently identifies and decodes using taught beginning, middle short vowel and ending blends/sounds | Consistently identifies and decodes using beginning, middle short and long vowel sounds and ending blends/sounds |
| 1. Recognizes sight words. | Recognizes marking period 1 sight words with automaticity | Recognizes marking period 1 and 2 sight words with automaticity | Recognizes marking period 1-3 sight words with automaticity |
| 1. Uses pictures and/or context clues. | Consistently uses pictures as a decoding strategy for new words  Checks to make sure reading makes sense | Consistently uses pictures and/or context as a decoding strategy for new words  Consistently checks to make sure reading makes sense | Consistently uses pictures and/or context as a strategy for accurately decoding new words  Consistently rereads and self corrects when necessary |
| 1. Demonstrates literal comprehension. | Retells a fictional story with accuracy or summarizes a nonfiction text with some information | Retells a fictional story including beginning, middle and end with accuracy focusing on key events or summarizes a nonfiction text with related information | Retells a fictional story including beginning, middle and end with accuracy focusing on key problem and resolution or summarize a nonfiction text with related information and supporting details |
| 1. Demonstrates inferential comprehension | Infers characters, actions, thoughts and feelings or makes connections/predictions | Infers characters, actions, thoughts and feelings using the text to support their opinion or makes connections/predictions with text support | Accurately infers characters, actions, thoughts and feelings using the text to support their opinion or makes connections/predictions accurately with text support |
| 1. Reads with fluency (expression, phrasing, rate, accuracy) | Reads decodable and target high frequency words accurately and quickly, matches expression to pictures, ending punctuation and bold words | Consistently reads words with “CVC” patterns fluently and accurately; matches expression to surprising events and character’s feelings. Attends to ending punctuation | Reads short/long vowel words fluently and accurately; matches expression to character’s actions |
| 1. Demonstrates stamina during independent reading. | Maintains focus and stamina during independent reading time for 10 minutes | Maintains focus and stamina during independent reading time for 15 minutes | Maintains focus and stamina during independent reading time for 20 minutes |
| **Writing** | 1. Generates ideas | Generates and tries out ideas for writing from own experiences, stories read, informational text or imagination. | Generates and tries out ideas for writing from own experiences, stories read, informational text or imagination. | Generates and tries out ideas for writing from own experiences, stories read, informational text or imagination. |
| 1. Writes complete sentences | Understands that every sentence must be about a subject and tells something about its subject (predicate).  Stretches ideas from words to complete sentences | Understands that every sentence must be about a subject and tells something about its subject (predicate).  Stretches ideas from words to complete sentences | Understands that every sentence must be about a subject and tells something about its subject (predicate).  Stretches ideas from words to complete sentences |
| 1. Produces neat and legible work. | Is able to print many upper and lowercase letters | Is able to print all upper and lowercase letters | Is able to print all upper and lowercase letters |
| 1. Demonstrates stamina in independent writing. | Remains on task and maintains focus | Remains on task and maintains focus | Remains on task and maintains focus |
| 1. Demonstrates grade level conventions (punctuation, capitalization, spelling and usage) | Demonstrates grade level conventions taught | Demonstrates grade level conventions taught | Demonstrates grade level conventions taught |
| **Listening and Speaking** | 1. Clearly expresses ideas orally. | Describes people, places, things and events with relevant details, expressing ideas and feelings clearly | Describes people, places, things and events with relevant details, expressing ideas and feelings clearly | Describes people, places, things and events with relevant details, expressing ideas and feelings clearly |
|  | 1. Demonstrates listening skills for information and understanding. | Asks and answers questions about what a speaker says in order to gain additional information or to clarify something that is not understood | Asks and answers questions about what a speaker says in order to gain additional information or to clarify something that is not understood | Asks and answers questions about what a speaker says in order to gain additional information or to clarify something that is not understood |
|  | 1. Participates in group discussions actively and appropriately. | Participates in conversations with peers and adults in small and larger groups | Participates in conversations with peers and adults in small and larger groups | Participates in conversations with peers and adults in small and larger groups |

# Grade 1- Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands and applies mathematical concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts |
| 1. Demonstrates fluency and accuracy with math facts | **Addition Facts (1-10)**  Solves 10 addition facts in 2 minutes  **Subtraction Facts (1-10)**  Solves 10 subtraction facts in 2 minutes | **Addition Facts (1-15)**  Solves 15 addition facts in 2 minutes  **Subtraction Facts (1-15)**  Solves 15 subtraction facts in 2 minutes | **Addition Facts (1-20)**  Solves 20 addition facts in 2 minutes  **Subtraction Facts (1-20)**  Solves 20 subtraction facts in 2 minutes |
| 1. Uses a variety of strategies to solve problems | Uses a variety of strategies with Operations and Algebra to solve problems | Uses a variety of strategies with Operations, Algebra and Place Value to solve problems | Uses a variety of strategies with Operations, Algebra, Place Value, measurement, data and geometry to solve problems |
| 1. Demonstrates understanding of addition | Understands and explains properties of addition with sums up to 10. | Understands and explains properties of addition with sums up to 15. | Understands and explains properties of addition with sums up to 20.  Understands and explains addition of 2-digit numbers using concrete models or drawings within 100. |
| 1. Demonstrates understanding of subtraction | Understands and explains properties of subtraction up to 10 by using representations | Understands and explains properties of subtraction up to 15 by using representations. | Understands and explains properties of subtraction within 20  Understands and explains subtraction of 2-digit numbers using concrete models or drawings within 100. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language Arts** Grade 2-Language Arts 1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations |  | **MP1** | **MP2** | **MP3** |
| **Reading** | 1. Reads at grade level | Reads independently at level J/K/L | Reads independently at level L/M | Reads independently at level M |
|  | 1. Uses various strategies to decode text | Knows and applies phonic skills, picture clues, and context clues to figure out unknown words | Knows and applies phonic skills, picture clues, and context clues to figure out unknown words | Knows and consistently applies phonic skills, picture clues, and context clues to figure out unknown words |
|  | 1. Reads with literal comprehension (main idea, details, character, setting, retells accurately) | 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 | Demonstrates a literal understanding of stories and informational texts  Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills | Demonstrates a literal understanding of stories and informational texts  Retellings and responses demonstrate an understanding of the text and application of learned comprehension skills |
|  | 1. Reads with inferential comprehension (inferences, predictions, conclusions, and supports with evidence) | Notices clues in pictures and text  Extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text  Demonstrates an inferential understanding of informational and imaginative texts | Notices clues in pictures and text  Extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text  Demonstrates an inferential understanding of informational and imaginative texts | Notices clues in pictures and text  Extends thinking by describing characters, events, and ideas beyond what is stated and shown in the text  Demonstrates an inferential understanding of informational and imaginative texts |
|  | 1. Reads with accuracy and fluency | Reads target high-frequency and decodable words accurately  Uses and recognizes word patterns when reading words fluently  Demonstrates fluent reading of on-level texts  Reads with enough accuracy to support comprehension  Attends to ending punctuation  Uses expression matched to meaning and punctuation | Consistently reads target high-frequency and decodable words accurately and with appropriate pacing  Uses and recognizes word patterns when reading words fluently  Demonstrates fluent reading of on-level texts.  Reads with enough accuracy to support comprehension  Attends to ending punctuation  Uses expression matched to meaning and punctuation | Consistently reads target high-frequency and decodable words accurately and with appropriate pacing  Uses and recognizes word patterns when reading words fluently  Demonstrates fluent reading of on-level texts  Reads accurately  Attends to ending punctuation  Uses expression matched to meaning and punctuation |
|  | 1. Demonstrates stamina during independent reading | Consistently sustains attention during independent reading for 15 minutes and shows evidence of interest and comprehension | Consistently sustains attention during independent reading for 20 minutes and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 25 minutes and shows evidence of interest and comprehension |
|  | 1. Written responses include supportive evidence from the text |  | Written response reflects a literal understanding of the text read, supported by some text evidence | Written response reflects a literal understanding of the text read, supported by some text evidence |
| **Writing** | 1. Generates ideas | Generates and tries out ideas for writing from own experiences, stories read, informational text, or imagination | Generates and tries out ideas for writing from own experiences, stories read, informational text, or imagination | Generates and tries out ideas for writing from own experiences, stories read, informational text, or imagination |
| Grade 2-Language Arts 1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations | 1. Develops ideas in an organized manner | Writing is organized; most ideas are relevant to the topic  There is a clear beginning, middle, and end with related details in each part  Uses target text features (title, pictures, captions, author, and page numbers)  Writes complete sentences  Produces complete declarative, interrogative sentences | Writing is organized; most ideas are relevant to the topic  There is a clear beginning, middle, and end with related details in each part  Uses target text features (title, pictures, captions, author, and page numbers)  Writes complete sentences  Produces complete declarative, interrogative and exclamatory sentences | Writing is organized; most ideas are relevant to the topic  There is a clear beginning, middle, and end with related details in each part  Uses target text features (title, pictures, captions, author, and page numbers)  Writes complete sentences  Produces complete declarative, interrogative, imperative, and exclamatory sentences |
|  | 1. Demonstrates stamina during independent writing time | Remains on task and maintains focus  Consistently writes independently for 15 minutes | Remains on task and maintains focus  Consistently writes independently for 20 minutes | Remains on task and maintains focus  Consistently writes independently for 25 minutes |
|  | 1. Demonstrates grade level conventions (punctuation, capitalization, spelling and usage) | Applies grade-level conventions taught in units of study | Applies grade-level conventions taught in units of study | Applies grade-level conventions taught in units of study |
| Grade 2-Language Arts 1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations | 1. Produces neat and legible work | Writes legibly | Writes legibly | Writes legibly |
| **Speaking and Listening** Grade 2-Language Arts 1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations | 1. Expresses ideas clearly and effectively | Expresses ideas and comments in complete sentences using descriptive language | Expresses ideas and comments in complete sentences using descriptive language | Expresses ideas and comments in complete sentences using descriptive language |
| Grade 2-Language Arts 1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations | 1. Demonstrates listening skills for information and understanding | Able to retell key ideas presented orally or through media; asks and answers questions about information presented orally or visually in order to deepen understanding | Able to retell key ideas presented orally or through media; asks and answers questions about information presented orally or visually in order to deepen understanding | Able to retell key ideas presented orally or through media; asks and answers questions about information presented orally or visually in order to deepen understanding |
|  | 1. Participates in group discussions actively and appropriately | Engages in group discussions; stays on topic by linking his/her own additions to the conversation to the previous remarks of others; asks for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion | Engages in group discussions; stays on topic by linking his/her own additions to the conversation to the previous remarks of others; asks for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion | Engages in group discussions; stays on topic by linking his/her own additions to the conversation to the previous remarks of others; asks for clarification and further explanation as needed; extends his/her ideas and understanding in light of the discussion |

# Grade 2-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands and applies mathematical concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts |
| 1. Fluently adds and subtracts within 20 | **Addition Facts (1-20)**  Accurately answers 20-25 addition facts (sums to 20) in 2 minutes and demonstrates proficiency in daily work  **Subtraction Facts (1-20)**  Accurately answers 17-25 subtraction facts (within 20) in 2 minutes and demonstrates proficiency in daily work | **Addition Facts (1-20)**  Accurately answers 25-30 addition facts (sums to 20) in 2 minutes and demonstrates proficiency in daily work  **Subtraction Facts (1-20)**  Accurately answers 22-27 subtraction facts (within 20) in 2 minutes and demonstrates proficiency in daily work | **Addition Facts (1-20)**  Accurately completes 30-35 addition facts (sums to 20) in 2 minutes and demonstrates proficiency in daily work  **Subtraction Facts (1-20)**  Accurately completes 25-30 subtraction facts (within 20) in 2 minutes and demonstrates proficiency in daily work |
| 1. Uses a variety of strategies to solve word problems | Uses addition and subtraction within 100 to solve one step word problems | Uses addition and subtraction within 100 to solve one and two step word problems | Consistently uses addition and subtraction within 100 to solve one and two step word problems |
| 1. Understands place value | Understands that three digit numbers represent hundreds, tens and ones | Can count within 1000; skip counting by 5’s, 10’s and 100’s | Can read and write numbers to 1000 using numerals and number names  Can compare two three digit numbers using >, = and < symbols |
| 1. Adds and subtracts with and without regrouping |  | Adds and subtracts two-digit numbers accurately | Adds and subtracts three digit numbers accurately |

# Grade 3-Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language Arts** |  | **MP1**  **Expectation** | **MP2**  **Expectation** | **MP3**  **Expectation** |
| **Reading** | 1. Reads at grade level | Reads independently at level N | Reads independently at level O | Reads independently at level P |
|  | 1. Uses various strategies to decode text (pictures, context, phonics) | Uses phonic skills, picture clues, and context clues to figure out unknown words | Consistently uses phonic skills, picture clues, and context clues to figure out unknown words | Consistently uses phonic skills, picture clues, and context clues to figure out unknown words |
|  | 1. Reads with literal comprehension(main idea, retelling, summarizing) | Demonstrates a literal understanding of on-level texts  Describes story elements using relevant text-based details  Compares, contrasts, and sequences events from texts | Demonstrates a literal understanding of on-level texts  Describes story elements using relevant text-based details  Compares, contrasts, and sequences events from texts | Demonstrates a literal understanding of on-level texts  Describes story elements using relevant text-based details.  Compares, contrasts, and sequences events from texts |
|  | 1. Reads with inferential comprehension (inferences, predictions, conclusions, and supports with evidence) | Demonstrates an inferential understanding of texts  Recognizes some clues that imply ideas or information  Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose  Cites specific support to assist in interpretation of higher level text | Demonstrates an inferential understanding of texts  Recognizes some clues that imply ideas or information  Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose  Cites specific support to assist in interpretation of higher level text | Demonstrates an inferential understanding of texts.  Recognizes some clues that imply ideas or information  Retelling includes some inferences and conclusions that analyze the main ideas, characters, events, and the author’s purpose.  Cites specific support to assist in interpretation of higher level text  Synthesizes stated and implied ideas across the text |
|  | 1. Reads with fluency (expression, phrasing, rate, accuracy) | Reads on level text fluently and accurately  Attends to some internal punctuation and ending punctuation  Self corrects word recognition, rereading as necessary | Reads fluently and accurately reading  Attends to internal punctuation and ending punctuation  Expression is matched to text  Self corrects word recognition, rereading as necessary | Reads fluently and accurately reading  Attends to internal punctuation and ending punctuation  Expression is matched to text  Self corrects word recognition, rereading as necessary |
|  | 1. Demonstrates stamina during independent reading | Consistently sustains attention during independent reading for 20 minutes and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 20-25 minutes and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 25- 30 minutes and shows  evidence of interest and comprehension |
|  | 1. Written responses include supportive evidence from the text | Written response reflects a literal understanding of the text read, supported by text evidence | Written response reflects a literal understanding of the text read, supported by text evidence | Written response reflects a literal understanding of the text read, supported by text evidence |
| **Writing** | 1. Expresses ideas in a clear, organized manner | Writing has a clear organizational structure related to the genre  Writing has complete sentences  Writing has sentences and ideas organized to support the purpose, as taught in units of study | Writing has a clear organizational structure related to the genre  Writing has complete sentences  Writing has sentences and ideas organized to support the purpose, as taught in units of study | Writing has a clear organizational structure related to the genre.  Writing has complete sentences  Writing has sentences and ideas organized to support the purpose, as taught in units of study |
|  | 1. Elaborates to enhance meaning | Uses techniques such as dialogue, actions, narration and thoughts/feelings that give details and descriptions and that are appropriate to the genre  Uses words that are specific, interesting, and vivid  Writing is expressive and reveals the writer’s feelings, personality, and interests, as taught in units of study | Uses techniques such as dialogue, actions, narration and thoughts/feelings that give details and descriptions and that are appropriate to the genre  Uses words that are specific, interesting, and vivid  Writing is expressive and reveals the writer’s feelings, personality, and interests, interests, as taught in units of study | Uses dialogue, actions, narration and thoughts/feelings vocabulary that give details and descriptions and that are appropriate to the genre  Uses words that are specific, interesting, and vivid  Writing is expressive and reveals the writer’s feelings, personality, and interests, as taught in units of study |
|  | 1. Demonstrates stamina in independent writing | Can consistently write independently for 25 minutes for a range of discipline specific tasks, purposes and audiences | Can consistently write independently for 25-30 minutes for a range of discipline specific tasks, purposes and audiences | Can consistently write independently for 30 minutes for a range of discipline specific tasks, purposes and audiences |
|  | 1. Applies conventions of standard English | Applies grade-level grammar, usage, spelling and mechanics skills | Applies grade-level grammar, usage, spelling and mechanics skills  Student often edits independently | Applies grade-level grammar, usage, spelling and mechanics skills  Student often edits independently |
|  | 5. Produces neat and legible work | Writes legibly | Writes legibly | Writes legibly |
| **Listening and Speaking** | 1. Expresses ideas clearly and effectively | Reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience with appropriate facts and relevant details to support main ideas; speaks at an understandable pace |
|  | 1. Listens attentively | Asks questions to check understanding of information presented; stays on topic and links their comments to the remarks of others | Asks questions to check understanding of information presented; stays on topic and links their comments to the remarks of others | Asks questions to check understanding of information presented; stays on topic and links their comments to the remarks of others |
|  | 1. Contributes to class discussions | Engages in a range of collaborative discussions; comes to discussions prepared having read or studies required material | Effectively engages in a range of collaborative discussions; comes to discussions prepared having read or studies required material | Effectively engages in a range of collaborative discussions; comes to discussions prepared having read or studies required material |

# Grade 3-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands and applies mathematical concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts |
| 2. Shows consistency and accuracy in addition | Applies addition strategies consistently and accurately  Correctly answers 80 basic facts on automaticity quiz within  two minutes | Applies addition strategies consistently and accurately | Applies addition strategies consistently and accurately |
| 3. Shows consistency and accuracy in subtraction | Applies subtraction strategies consistently and accurately | Applies subtraction strategies consistently and accurately  Correctly answers 80 basic facts on automaticity quiz within two minutes | Applies subtraction strategies consistently and accurately |
| 4. Multiplies and divides within 100 |  | Applies multiplication strategies consistently to multiply and divide within 100  Correctly answers 100 facts on automaticity quiz within five minutes | Applies multiplication strategies consistently and accurately to multiply and divide within 100  Correctly answers 100 facts on automaticity quiz within five minutes |
| 5. Solves word problems accurately | Solves two step word problems using addition and subtraction | Solves two step word problems using addition, subtraction and multiplication | Solves two step word problems using addition, subtraction, multiplication and division consistently and accurately |
| 6. Understanding of fractions |  | Understands that fractions are part of a whole and accurately represents fractions on a number line | Compares two fractions with the symbols <, =, > using a model |

# Grade 4-Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Language Arts** | **MP1**  **Expectation** | **MP2**  **Expectation** | **MP3**  **Expectation** |
| **Reading** | 1. Reads at grade level | Reads independently at level Q/R | Reads independently at level R/S | Reads independently at level S |
|  | 1. Uses reading strategies to comprehend text across the curriculum (rereads, visualizes and draws conclusions) | Applies comprehension strategies before, during, and after reading of grade-level texts  Recognizes when meaning is disrupted, chooses and uses clarification strategies.  Discussion, notes, and writing reveal relevant thinking and understanding of texts | Applies comprehension strategies before, during, and after reading of grade-level texts.  Recognizes when meaning is disrupted, chooses and uses clarification strategies.  Discussion, notes, and writing reveal relevant thinking and understanding of texts | Applies comprehension strategies before, during, and after reading of grade-level texts  Recognizes when meaning is disrupted, chooses and uses clarification strategies  Discussion, notes, and writing reveal relevant thinking and understanding of texts |
|  | 1. Reads with literal comprehension( main idea, retelling summarizing) | Demonstrates a literal understanding of grade-level nonfiction and fictional texts  Retelling and responses  identify relevant ideas and  details stated in the text  Uses text features and applies target grade-level skills  Asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text  Identifies the genres of stories read  Cites specific support to assist in interpretation of text | Demonstrates a literal understanding of grade-level nonfiction and fictional texts  Retelling and responses identify relevant ideas and details stated in the text  Uses text features and applies target grade-level skills  Asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text  Identifies the genres of stories read  Cites specific support to assist in interpretation of text | Demonstrates a literal understanding of grade-level nonfiction and fictional texts  Retelling and responses identify relevant ideas and details stated in the text  Uses text features and applies target grade-level skills  Asks and answers literal questions to uncover stated main ideas, details, and the author’s purpose of the text and sections of the text  Identifies the genres of stories read.  Cites specific support to assist in interpretation of text |
|  | 1. Reads with inferential comprehension (predictions, inferences, conclusions, and supports with evidence) | Demonstrates inferential understanding of grade-level texts  Finds and uses text-based clues to uncover and explain implied or partially stated ideas.  Makes relevant inferences and draws conclusions to analyze text  Applies inferential thinking skills and evaluates stated ideas in texts  Cites specific support to assist in interpretation of higher level text | Demonstrates inferential understanding of grade-level texts  Finds and uses text-based clues to uncover and explain implied or partially stated ideas.  Makes relevant inferences and draws conclusions to analyze text  Applies inferential thinking skills and evaluates stated ideas in texts  Cites specific support to assist in interpretation of higher level text | Demonstrates inferential understanding of grade-level texts  Finds and uses text-based clues to uncover and explain implied or partially stated ideas  Makes relevant inferences and draws conclusions to analyze text  Applies inferential thinking skills and evaluates stated ideas in texts  Cites specific support to assist in interpretation of higher level text |
|  | 1. Reads with fluency to support comprehension   (read with purpose and understanding, phrasing and accuracy) | Demonstrates fluent reading  Uses phrases to read longer sentences  Attends to some internal punctuation and most ending punctuation  Expression is matched to text | Demonstrates fluent reading  Uses phrases to read longer sentences  Attends to internal punctuation and ending punctuation  Expression is matched to text | Demonstrates fluent reading  Uses phrases to read longer sentences  Attends to internal punctuation and ending punctuation  Expression is matched to text |
|  | 1. Demonstrates stamina during independent reading | Consistently sustains attention during independent reading for 20 minutes at home and at school and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 20-25 minutes at home and at school and shows evidence of interest and comprehension | Consistently sustains attention during independent reading for 25-30 minutes at home and at school and shows evidence of interest and comprehension |
|  | 1. Written responses include supportive evidence from the text | Written response reflects literal and inferential understanding of the text read, with text evidence | Written response reflects literal and inferential understanding of the text read, with text evidence | Written response reflects  literal and inferential understanding of the text read, with text evidence |
| **Writing** | 1. Generates ideas | Generates, collects, and tries out ideas before writing  Identifies and plans some elements of the genre before writing  Selects a topic of interest to writer  Narrows topic  Uses target grade-level strategies to plan writing | Consistently generates, collects, and tries out ideas independently before writing  Identifies and plans elements of the genre before writing  Selects a topic of interest  Narrows topic  Uses target grade-level strategies to plan writing | Consistently generates, collects, and tries out a variety of ideas independently before writing  Identifies and plans elements of the genre before writing  Selects a meaningful topic of interest independently  Narrows topic  Uses target grade-level strategies to plan writing |
|  | 1. Writes with clarity, focus and organization | Uses organizational patterns relevant to units of study  Uses a relevant beginning, middle, and conclusion.  Ideas are organized in logical order  Uses complete simple sentences  Sentences are organized into well-ordered paragraphs | Uses organizational patterns relevant to units of study  Uses a relevant beginning, middle, and conclusion  Ideas are organized in logical order  Uses complete simple and compound sentences  Sentences are organized into well-ordered paragraphs  Uses transition words to connect idea | Uses organizational patterns relevant to units of study  Uses a relevant beginning, middle, and conclusion.  Ideas are organized in logical order  Uses complete simple and compound sentences.  Sentences are organized into well-ordered paragraphs  Uses transition words to connect idea |
|  | 1. Uses details and descriptions | Narrative- Uses sensory details, sentence variety and figurative language | Opinion- Provides reasons that are supported by facts and details and concludes with a statement related to the opinion | Informative- Develops the topic with facts, definitions and concrete details, quotations or other information |
|  | 1. Applies spelling, capitalization, punctuation, and grammar | Uses correct capitalization, punctuation marks correctly  as needed in order to  improve meaning and organization | Uses correct capitalization, punctuation  Creates a new paragraph where appropriate (e.g. new topic, new speaker)  Uses quotation marks correctly  Consistently uses subject-verb agreement  Maintains consistency of verb tense | Uses capitalization and ending punctuation marks correctly  Uses quotation marks correctly  Creates a new paragraph where appropriate (e.g. new topic, new speaker)  Consistently uses subject-verb agreement  Maintains consistency of verb tense  Chooses punctuation for effect  Chooses words and phrases to convey ideas precisely |
|  | 1. Demonstrates writing stamina | Writes routinely over extended time frames  (time for research, reflection and revision)  Writes routinely for shorter time frames (15-20 minutes)for a range of grade level tasks, purposes and audiences | Writes routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of grade level tasks, purposes and audiences | Writes routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of grade level tasks, purposes and audiences |
|  | 6. Produces neat and legible work | Writes legibly | Writes legibly | Writes legibly |
|  | 7. Uses technology, including the Internet to produce and publish writing | With guidance and support, student uses technology to produce and publish writing | With guidance and support, student uses technology to produce and publish writing  Demonstrates sufficient command of keyboarding skills to type a minimum of one half page in a single setting | With guidance and support, student uses technology to produce and publish writing  Demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single setting |
| **Listening and Speaking** | 1. Expresses ideas clearly | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace |
|  | 1. Demonstrates listening skills for information and understanding | Can paraphrase the key information or ideas presented graphically, visually, orally, or in diverse media | Can paraphrase the key information or ideas presented graphically, visually, orally, or in diverse media  Can identify the reasons and evidence a speaker provides to support particular points | Can paraphrase the key information or ideas presented graphically, visually, orally, or in diverse media  Can identify the reasons and evidence a speaker provides to support particular points |
|  | 1. Contributes to class discussions | Engages effectively in a range of collaborative discussions building on others ideas and expressing their own clearly | Engages effectively in a range of collaborative discussions building on others ideas and expressing their own clearly | Engages effectively in a range of collaborative discussions building on others ideas and expressing their own clearly |

# Grade 4-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands and applies mathematical concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts |
| 1. Shows consistency and accuracy in addition and subtraction of multi digit numbers | Applies addition strategies consistently | Applies addition strategies consistently  Computes accurately in daily work | Applies addition strategies consistently  Computes accurately in daily work |
| 1. Shows consistency and accuracy in multiplication | Applies multiplication strategies consistently scoring 80 in two  minutes | Applies multiplication strategies consistently scoring 80 in 2 minutes  Computes accurately in daily work | Applies multiplication strategies consistently scoring 80 in 2 minutes  Computes accurately in daily work |
| 4. Shows consistency and accuracy in division | Applies division strategies consistently scoring 80 in 2 minutes | Applies division strategies consistently scoring 80 in 2 minutes  Computes accurately in daily work | Applies division strategies consistently scoring 80 in 2 minutes  Computes accurately in daily work |
| 5. Understands and solves word problems accurately | Uses four operations to solve multi step problems | Uses four operations to solve multi step problems including problems with remainders | Uses four operations to solve multi step problems including problems in which remainders have to be interpreted |
| 6. Understanding of fractions and decimals | Accurately adds and subtracts fractions with like denominators | Accurately adds and subtracts fractions with like denominators  Extends understanding to multiply fractions by a whole number | Uses decimals to express fractions with denominators of 10 or 100  Compares two decimals to hundredths using >, =, < |

# Grade 5-Language Arts

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Language Arts** |  | **MP1**  **Expectation** | **MP2**  **Expectation** | **MP3**  **Expectation** |
| **Reading** | 1. Reads at grade level | Reads independently at level T | Reads independently at level U | Reads independently at level U/V |
|  | 1. Reads with literal comprehension (main idea, retelling, summarizing) | Sustains attention to a text read over several days and remembers details  Summarizes a text at intervals during the reading of a longer text  Identifies important ideas in a text and reports them in  an organized way | Demonstrates a literal understanding of grade-level fiction and non-fiction text  Retelling and responses mainly include important ideas and details stated in the text  Discusses story elements; compares, contrasts and sequences events from texts | Demonstrates a literal understanding of grade-level fiction and non-fiction text  Retelling and responses mainly include important ideas and details stated in the text  Discusses story elements; compares, contrasts and sequences events from texts |
|  | 1. Reads with inferential comprehension: (inferences, predictions, conclusions, and supports with evidence) | Infers character feelings and motivations through  dialogue  Demonstrates understanding of characters (their traits, how and why they change) by using evidence to  support statements  Infers causes of problems and outcomes  Infers the big ideas or themes of the text | Demonstrates an inferential understanding of appropriate texts by interpreting and evaluating stated and implied ideas  Begins to find, note, explain and synthesize clues used to uncover some partially stated, confusing or missing ideas  Makes inferences  Synthesizes stated and implied ideas across the text  Draws conclusions with teacher support | In texts with multiple complex characters, is able to infer traits, motivations and character changes by examining their actions and relationships and by what those characters say and think  Understands the role and significance of setting in a text  Infers the big ideas or themes of a text and discuss how they are applicable to peoples’ lives today  Infers causes of problems or of outcomes in fiction and nonfiction texts  Identifies significant events and how they are related to problem and solution |
|  | 1. Reads with fluency (expression, rate, phrasing, accuracy) | Maintains fluency by reading dialogue with phrasing and expression that reflects understanding of characters and events  Demonstrates appropriate stress on words, pausing and  phrasing, intonation and use of punctuation while reading in a way that reflects understanding | Demonstrates fluent reading  Reads accurately and with appropriate pacing  Phrases accurately using internal punctuation and grouping of words according to meaning  Expression matches ideas, message, mood, action, or feeling of text | Demonstrates fluent reading  Reads accurately and with appropriate pacing  Phrases accurately using internal punctuation and grouping of words according to meaning  Expression matches ideas, message, mood, action, or feelings of text  Expression supports understanding of implied ideas |
|  | 1. Demonstrates stamina during independent reading | Sustains attention during independent reading for 20 minutes at home and at school and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 25-30 minutes at home and at school and shows  evidence of interest and comprehension | Consistently sustains attention during independent reading for 30-35 minutes at home and at school and shows  evidence of interest and comprehension |
|  | 1. Writes effective responses to literature | Responses reveal understanding of text  Responses show evidence of comprehension with support from the text  Responses are focused and attempt to include new ideas developed from the text at independent level | Responses reveal understanding of text  Responses show evidence of comprehension with support from the text  Responses are focused and attempt to include new ideas developed from the text at independent level | Responses reveal understanding of text  Responses show evidence of comprehension with support from the text  Responses are focused and attempt to include new ideas developed from the text at independent level |
| **Writing** | 1. Writes with organization, focus and clarity | Produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience | Produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience | Produces clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience |
|  | 1. Elaborates by using details and descriptions | Narrative- Uses sensory details, sentence variety and figurative language | Opinion- Provides reasons that are supported by facts and details and concludes with a statement related to the opinion | Informative- Develops the topic with facts, definitions and concrete details quotations or other information |
|  | 1. Applies spelling, punctuation, grammar and capitalization rules | Demonstrates a command of the conventions of Standard English taught | Demonstrates a command of the conventions of Standard English taught | Demonstrates a command of the conventions of Standard English taught |
|  | 1. Strengthens writing by using revision strategies | With guidance and support from peers and adults, student develops and strengthens writing as needed | With guidance and support from peers and adults, student develops and strengthens writing as needed | With guidance and support from peers and adults, student develops and strengthens writing as needed |
|  | 1. Demonstrates stamina during independent writing | Is able to write over extended time frames for a range of discipline specific tasks, purposes and audiences | Is able to write over extended time frames for a range of discipline specific tasks, purposes and audiences | Is able to write over extended time frames for a range of discipline specific tasks, purposes and audiences |
|  | 1. Produces neat and legible   work | Writes legibly | Writes legibly | Writes legibly |
|  | 7. Uses technology, including the Internet to produce and publish writing. | With guidance and support, student uses technology to produce and publish writing  Demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single setting | With guidance and support, student uses technology to produce and publish writing  Demonstrates sufficient command of keyboarding skills to type a minimum of one to two pages in a single setting | With guidance and support, student uses technology to produce and publish writing  Demonstrates sufficient command of keyboarding skills to type a minimum of two pages in a single setting |
| **Listening and Speaking** | 1. Expresses ideas clearly and effectively. | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace | Reports on a topic or text, tells a story or recounts an experience in an organized manner, using appropriate facts and relevant details to support main ideas; speaks at an understandable pace |
|  | 1. Demonstrates listening skills for information and understanding | Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others | Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others | Poses and responds to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others |
|  | 1. Engages in collaborative discussions building on others' ideas and expressing their own. | Engages in a range of collaborative discussions building on others ideas and expressing their own clearly | Engages effectively in a range of collaborative discussions building on others ideas and expressing their own clearly | Engages effectively in a range of collaborative discussions building on others ideas and expressing their own clearly |

# Grade 5-Math

1= Not Meeting Standard Expectations 2=Approaching Standard Expectations 3= Meets Standard Expectations 4= Exceeds Standard Expectations

|  |  |  |  |
| --- | --- | --- | --- |
| **Mathematics** | **MP1** | **MP2** | **MP3** |
| 1. Understands and applies mathematical concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts | Demonstrates knowledge of marking period Math concepts |
| 2. Performs operations with multi digit whole numbers and with decimals to hundredths | Fluently multiplies multi digit numbers | Accurately finds whole-number quotients with up to four digits dividends and two digit divisors | Accurately adds, subtracts, multiplies and divides decimals to hundredths |
| 3. Writes and interprets numerical expressions | Uses parentheses in numerical expressions | Uses parentheses, brackets or braces in numerical expressions | Uses parentheses, brackets or braces in numerical expressions and evaluates expressions with these symbols |
| 4. Uses equivalent fractions as a strategy to perform operations with fractions |  | Adds and subtracts fractions with unlike denominators | Solves real world problems involving multiplication and division of fractions and mixed numbers |
| 5. Understands the place value system | Reads, writes and compares decimals to thousandths | Compares two decimals to thousandths using >, =, < symbols | Uses place value understanding to round whole numbers and decimals to any place |

Social Studies

1=Rarely demonstrates understanding 2= Sometimes demonstrates understanding 3=Demonstrates understanding 4=Extends understanding through applications

|  |  |  |
| --- | --- | --- |
| **Pre K** | **Mid-year Expectation** | **End of year Expectation** |
| Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **MP1 Expectation** | **MP2 Expectation** | **MP3 Expectation** |
| **K** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |
| **1** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |
| **2** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |
| **3** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |
| **4** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |
| **5** | Student demonstrates an understanding of geographic, civic concepts and historic concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts | Student demonstrates knowledge of marking period Social Studies concepts |

# Science

1=rarely demonstrates understanding 2= Sometimes demonstrates understanding 3=understands and applies 4=extends understanding

through applications

|  |  |  |
| --- | --- | --- |
| **Pre K** | **Mid-year Expectation** | **End of year Expectation** |
| Student understands and applies marking period concepts and ideas | Student understands and applies marking period concepts and ideas |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **MP1 Expectation**  **Life Science** | **MP2 Expectation**  **Physical Science** | **MP3 Expectation**  **Earth Science** |
| **K** | Student demonstrates understanding of and applies scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |
| **1** | Student demonstrates understanding of scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |
| **2** | Student demonstrates understanding of scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |
| **3** | Student demonstrates understanding of scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |
| **4** | Student demonstrates understanding of scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |
| **5** | Student demonstrates understanding of scientific concepts | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. | Student understands and applies concepts and ideas related to Earth science, life science, and/or physical science. |

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| Special Subject Report Card Benchmarks | | | |
| **Grade** | **Art** | **Music** | **Phys Ed/Health** |
| **Pre K** | Demonstrate the safe and appropriate use and care of art materials and tools. |  | Demonstrates understanding of skills and concepts. |
| **K** | Explore a variety of art materials and select tools that are appropriate to create different types of art. Ex: drawing, painting, collage  Create more recognizable representations as eye-hand coordination and fine motor skills develop. | Can sing songs with accompanied hand/body movements  Can play basic rhythm instruments for reading music and singing accompaniment  Can read and write basic notation | Demonstrates understanding of skills and concepts. |
| **1** | Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art materials.  Be able to provide and receive constructive feedback about artwork of self, peers and visual artists. | Can identify musical families and their characteristic sounds  Can read and write music notation  Can describe feelings in relation to various musical examples | Demonstrates understanding of skills and concepts. |
| **2** | Identify the basic elements of art (color, line, shape, form, texture, and space) in diverse types of artwork.   Identify main themes in works of visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. | Can demonstrate appropriate audience behavior for performances and rehearsals  Can demonstrate proper singing technique  Can read and write music notation  Can improvise basic melodies on an Orff instrument | Demonstrates understanding of skills and concepts. |
| **3** | Differentiate between different types of art and experiment with various art types andart materials to create original works of art.   Work with peers in the creation of works of art using multiple art materials and present the completed works. | Demonstrates Progression Toward Basic Music Literacy | Demonstrates understanding of skills and concepts. |
| **4** | Compare and contrast works of art in various materials that use the same art elements and principles of design (color, line, shape, form, texture, and space).  Work individually and with peers to create two- and three-dimensional works of art that have a clear theme and that use the elements of art (color, line, shape, form, texture, and space). | Demonstrates Progression Toward Basic Music Literacy | Demonstrates understanding of skills and concepts. |
| **5** | Identify elements of art (color, line, shape, form, texture, and space) and that are evident in everyday life.  Work individually and collaboratively to create two- and three-dimensional works of art that make visual statements and that employ the elements of art (color, line, shape, form, texture, and space). | Demonstrates Progression Toward Basic Music Competency | Demonstrates understanding of skills and concepts. |