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| Student Learning Expectations | 1 | 2 | 3 | 4 |
| Citizenship | Does not demonstrate respect, self control, following directions or solving conflicts with others | Inconsistently demonstrates respecting self control, follows directions or solving conflict | Consistently shows respect, uses self control, follows directions and solves conflicts with others | Always shows respect, self control, follows directions and takes initiative to solve conflicts with others |
| Task Completion | Is not motivated to complete tasks | Needs motivational reminders to complete tasks on time | Consistently completes tasks independently and on time | Always completes tasks independently and on time |
| Organizational Skills | Does not use time wisely, is not prepared for lessons by having appropriate materials or previous assignments/homework | Inconsistently uses time wisely, is not always prepared for lessons, does not always have appropriate materials and assignments/homework may be incomplete | Consistently uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework | Always uses time wisely and is prepared for lessons by having the appropriate materials and completing previous assignments/homework |
| Class Participation | Does not work well with others, listen or contribute to class and small group discussions | Inconsistently works well with others, listens or contributes to class and small group discussions | Consistently works well with others, listens and contributes to class and small group discussions | Always works well with others, listens and contributes to class and small group discussions with higher level ideas |
| Quality of Work | Does not show effort to create neat or organized work or to meet assignment criteria | Inconsistently uses best effort to create neat or organized work and inconsistently meets assignment criteria | Consistently uses best effort to create work that is neat, well organized and meets assignment criteria | Always uses best effort to create work that is neat and well organized and exceeds assignment criteria |
| Reading | | | | |
| Retells story and answers questions using text specific vocabulary and grade level text (RFT, RIT, A. 1, 2) | Gives partial retelling, answers few questions about the text | Retells but does not include text specific vocabulary. Is able to answer some questions about the text | Retells story and answers questions using text specific vocabulary and grade level text | Retells story and answers questions using text specific vocabulary and grade 3 text |

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| Identifies story elements; character, setting and plot using grade level text (RFT, C.1) | Partially identifies story elements using teacher support and prompting | Partially identifies story element; character, setting and plot | Identifies story elements; character, setting and plot using grade level text | Identifies all story elements and how they contribute to the story line (character, setting, plot and conclusion) |
| Reads fiction and non-fiction text, DRA Level 28 at the instructional level with accuracy and comprehension (RFT, RIT D. 1, 2) | Read below DRA 16 with or without teacher support | Reads DRA Levels 16-24 independently | Reads fiction and non-fiction text, DRA Level 28/Lexile Level range 625 at the instructional level with accuracy and comprehension | Reads fiction and non-fiction text, DRA Level 38 independently |
| Effectively uses text features to gain understanding of text (RIT, B.2) | Identifies key text features to locate facts or information with teacher support | Identifies and uses text features to locate facts and information with some prompting | Effectively uses text features to gain understanding of text | Creates and labels diagrams, tables and charts relevant to the text |
| Reads grade level text with fluency (FS, B.1) | Reads word by word | Reads in short phrases | Reads grade level text with fluency | Reads with expression, intonation and rhythm |
| Reads grade level regular and irregular spelling words (FS, A.1.f) | Reads 21-99 of the Pre-Primer, Primer, and First Grade level Dolch words. | Reads 100 of the Pre-Primer, Primer, and First Grade level Dolch words. | Reads all Grade 1 and Grade 2 words from the Dolch word list. | Reads all Grade 1, 2 and 3 words from the Dolch Word list |
| Provides key ideas and details from text read aloud or other information presents (SL, A. 2) | Provides few details from read aloud text of other presented information | Provide details from text or presentation with some prompting from teacher | Provides key ideas and details from text read aloud or other information presents | Independently makes connections from presented information and read aloud text to other text |
| Speaks in complete, coherent sentences (SL, B. 1) | Uses incomplete and incoherent sentences when speaking | Uses incomplete or incoherent sentences when speaking | Speaks in complete, coherent sentences | Speaks in complete, coherent sentences when reciprocating a conversation with others |
| Generalize learned spelling patterns when writing words (Writing Standards, CSE, 12.d) | Scores in the early range of the letter naming stage of the Word Their Way spelling continuum | Scores in the late range of the letter naming stage of the Word Their Way spelling continuum | Scores in the early range of the Within Word stage of the Word Their Way spelling continuum | Scores in the late range of the Within Word stage of the Word Their Way spelling continuum |

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| <p>Writing</p> | | | | <p>Writing introduces topic, includes ideas, facts or events, provides a conclusion and uses transition words to connect the writing</p> |
| <p>Writes developed opinion, informative and narrative pieces with evidence of revising and editing. (A. 1, 2, 3, B. 5)</p> | <p>Writes an undeveloped opinion, informative or narrative piece with no evidence of revising and editing.</p> | <p>Writes a developed opinion, informative and narrative pieces with little evidence of revising or editing.</p> | <p>Writes a developed opinion, informative and narrative pieces with evidence of revising and editing.</p> | |
| <p>Uses singular and plural nouns with matching verbs in basic sentences and forms and uses frequently occurring irregular plural nouns, uses verbs to convey a sense of past, present, and future, and uses adjectives and adverbs. (E. B, d, e)</p> | <p>Little evidence of use of singular and plural nouns with matching verbs, irregular plural nouns, verbs to convey a sense of past, present, and future, or adjectives and adverbs.</p> | <p>Inconsistent use of singular and plural nouns with matching verbs, irregular plural nouns, verbs to convey a sense of past, present, and future, or adjectives and adverbs.</p> | <p>Accurately uses singular and plural nouns with matching verbs in basic sentences and forms and uses frequently occurring irregular plural nouns, uses verbs to convey a sense of past, present, and future, and uses adjectives and adverbs.</p> | <p>Independently forms and uses possessives in written work.</p> |
| <p>Print upper and lowercase letters with proper formation (E. 11.a, grade 1)</p> | <p>There is little evidence of correct letter formation in their writing when working independently.</p> | <p>Many errors are made when forming capital and lowercase letters in their independent writing.</p> | <p>Capital and lowercase letters are formed properly on a consistent basis in their independent writing.</p> | <p>Capital and lowercase letters are always formed properly in their independent writing.</p> |
| <p>Uses capitalization and punctuation writing. (E. 12, a)</p> | <p>Little evidence of capitalization at the beginning of sentence, proper nouns, holidays, geographic locations, product names and uses end punctuation in independent writing.</p> | <p>Many errors in capitalization at the beginning of sentence, proper nouns, holidays, geographic locations, product names and uses end punctuation in independent writing.</p> | <p>Appropriately capitalizes the beginning of sentence, proper nouns, holidays, geographic locations, product names and uses end punctuation in independent writing.</p> | <p>Independently capitalized words in titles, proper nouns and beginnings of sentences.</p> |

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| Use commas in dates and to separate single words in a series, in greetings and closing of letters and apostrophes to form contractions and frequently occurring possessives. (E. 12, b, c) | Little evidence of use of commas in dates and to separate single words in a series, in greetings and closing of letters and apostrophes to form contractions and frequently occurring possessives. | Inconsistent use of commas in dates and to separate single words in a series, in greetings and closing of letters and apostrophes to form contractions and frequently occurring possessives. | Uses commas in dates and to separate single words in a series, in greetings and closing of letters and apostrophes to form contractions and frequently occurring possessives. | Always uses commas in dates and to separate single words in a series, in greetings and closing of letters and apostrophes to form contractions and frequently occurring possessives. |
| Uses common spelling patterns and frequently occurring sight words (E. 12, d) | No evidence use of common spelling patterns and grade level sight words in independent writing. | Many evidence use of common spelling patterns and grade level sight words in independent writing. | Accurately uses common spelling patterns and grade level sight words in independent writing. | Spells above grade level words correctly and uses spelling patterns to write new words |
| Math | | | | |
| Student demonstrates and applies place value of three digit numbers (Numbers and Place Value, a) | Student demonstrates and applies place value of two digit numbers with teacher support | Student demonstrates and applies place value of two digit numbers | Student demonstrates and applies place value of three digit numbers | Student demonstrates and applies place value of four digit numbers |
| Adds and subtracts numbers to a thousand using an effective strategy (Numbers and Place Value, g) | Adds and subtracts numbers to a hundred using an effective strategy with teacher support | Adds and subtracts numbers to a hundred using an effective strategy | Adds and subtracts numbers to a thousand using an effective strategy | Adds and subtracts four digit numbers using an effective strategy |
| Solves 1 and 2 step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. (Operations, a) | Solves 1 step word problems with teacher support. | Solves word problems using pictures, numbers, symbols, words, manipulatives and equations. | Solves 1 and 2 step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. | Represents and solves word problems for addition and subtraction and multiplication and division up to 100. |

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| Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 18 in 3 minutes (Operations, d) | Demonstrates fluency in addition and subtraction by accurately completing 0 - 10 problems up to 18 in 3 minutes | Demonstrates fluency in addition and subtraction by accurately completing 11 - 22 problems up to 18 in 3 minutes | Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 18 in 3 minutes | Fluently computes 25 single digit addition and subtraction math facts in 2 minutes. |
| Tells and writes time in 5 minute intervals (Measurement and Data, g) | Tells and writes time in hour intervals | Tells and writes time in 30 minute intervals | Tells and writes time in 5 minute intervals | Tells and writes time to the nearest 1-minute and measures time intervals in minutes, and solves word problems involving addition and subtraction of time representing the problem on a number line. |
| Counts money using a mixture of dollar bills, quarters, dimes, nickels, and pennies and makes change from \$1.00 or less.(Measurement and Data, j, k) | Recognizes the dollar bill, quarter, dime, nickel, and penny | Recognizes and knows the value of the dollar bill, quarter, dime, nickel, and penny | Counts money using a mixture of dollar bills, quarters, dimes, nickels, and pennies and makes change from \$1.00 or less. | Solves both addition and subtraction money story problems accurately. |
| Identifies 2 and 3 dimensional shapes based on their properties (Geometry, a) | Identifies 2 dimensional shapes based on their properties with teachers support | Identifies 2 dimensional shapes based on their properties | Identifies 2 and 3 dimensional shapes based on their properties | Uses attributes of angles and/or sides to identify 2 dimensional shapes. |
| Divides circles and rectangles into 2, 3, and 4 equal parts (Geometry, c) | Divides circles and rectangles into 2 equal parts | Divides circles and rectangles into 2 and 4 equal parts | Divides circles and rectangles into 2, 3, and 4 equal parts | Partition shapes into parts with equal areas. |
| Health | | | | |

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| <p>care of their bodies. Units taught include How Do You Think?, Babies.. And How You Grew. Germs! They Make</p> | <p>Student does not participate or understand concepts being taught.</p> | <p>Student participates in activities being taught.</p> | <p>Student participates in activities and understands concepts being taught.</p> | <p>Student participates in activities and makes real-life connections to concepts being taught..</p> |
| <p>Students will learn that healthy foods, good eating habits, exercise and emotional care help maintain healthy bodies. Units taught include The Wide World of Food, Your Heart, Small But Strong, and Muscles in Motion.</p> | <p>Student does not participate or understand concepts being taught.</p> | <p>Student participates in activities being taught.</p> | <p>Student participates in activities and understands concepts being taught.</p> | <p>Student participates in activities and makes real-life connections to concepts being taught..</p> |
| <p>Art</p> | <p>Uses line, shape and color to create texture only with teacher support.</p> | <p>Uses two of the following:line, shape, color to create texture.</p> | <p>Uses line, shape, and color to create texture.</p> | <p>Uses line, shape and color to create complex textures.</p> |
| <p>Organizes colors into the following groups: primary, secondary and cool/warm</p> | <p>Does not demonstrate knowledge of primary, secondary and cool/warm colors.</p> | <p>Demonstrates knowledge of two of the following Primary colors Secondary colors Cool/warm colors</p> | <p>Organizes colors into the following groups: primary, secondary, cool/warm</p> | <p>Organizes colors into the following groups: primary, secondary, cool/warm. Mixes own colors in artwork without prompting.</p> |

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| <p>Creates art that is inspired from different times and cultures.</p> | <p>Does not create art that is inspired from different times and cultures with teacher support.</p> | <p>Creates art that is inspired from different times and cultures with teacher support.</p> | <p>Creates art that is inspired from different times and cultures.</p> | <p>Creates art that is inspired from different times and cultures and makes connections with the present time.</p> |
| <p>Music</p> | | | | |
| <p>Student identifies specific instrument of the band/orchestra.</p> | <p>Student does not identify specific instruments of the band/orchestra.</p> | <p>Student occasionally identifies specific instruments of the band/orchestra.</p> | <p>Student identifies specific instruments of the band/orchestra.</p> | <p>Student always identifies specific instruments of the band/orchestra.</p> |
| <p>Student is able to perform simple rounds.</p> | <p>Student is not able to perform simple rounds.</p> | <p>Student demonstrates limited ability to perform simple rounds.</p> | <p>Student is able to perform simple rounds.</p> | <p>Student demonstrates a complete understanding of singing simple rounds.</p> |
| <p>Student understands that music can convey ideas and feelings.</p> | <p>Student does not understand that music can convey ideas and feelings.</p> | <p>Student occasionally understands that music can convey ideas and feelings.</p> | <p>Student understands that music can convey ideas and feelings.</p> | <p>Student always demonstrates an understanding of how music can convey ideas and feelings.</p> |
| <p>Physical Education</p> | | | | |
| <p>Student consistently performs the following loco-motor movements: walk, run, jump, hop, skip, leap, gallop and slide</p> | <p>Performs 4 of the movements.</p> | <p>Performs 6 of the movements.</p> | <p>Performs 8 of the movements.</p> | <p>Consistently performs all 8 movements.</p> |

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| <p>Student can consistently perform the following non-locomotor movements: turning, twisting, levels, speed, force, bending, swinging, swaying, balance, falling and stretching</p> | <p>Perform 6 movements</p> | <p>Perform 9 movements</p> | <p>Perform all 11 movements</p> | <p>Consistently performs all 11 movements.</p> |
| <p>Student can consistently perform the following manipulative skills: tossing, kicking, dribbling, striking, throwing, trapping, and catching</p> | <p>Perform 3 skills</p> | <p>Perform 5 skills</p> | <p>Perform all 7 skills</p> | <p>Consistently performs all 7 movements.</p> |
| <p>Student exhibits responsible personal and social behavior in a physical setting. Including: prepared for class, cooperative skills, spatial awareness and positive attitude towards physical activity</p> | <p>Students does not exhibit responsible personal and social behavior</p> | <p>Student exhibits responsible personal and social behavior some of the time</p> | <p>Student exhibits responsible personal and social behavior most of the time</p> | <p>Student exhibits responsible personal and social behavior all of the time</p> |