

K – 5 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				

<p>Describe story elements and their impact on the story line. (RFT A.3)</p>	<p>Identifies a few story elements and doesn't identify their impact on the storyline.</p>	<p>Identifies some story elements and how they contribute to the storyline.</p>	<p>Identify all story elements (character, plot, setting, problem, solution, theme) and how those elements contribute to the storyline.</p>	<p>Identifies all elements in depth with detail and how they contribute to the storyline.</p>
<p>Read and comprehend fictional texts. (RFT D.1)</p>	<p>Reads below grade level fictional texts.</p>	<p>Reads grade level fictional texts with teacher support.</p>	<p>Reads and comprehends grade level fictional texts independently. (DRA Level 38, Lexile Level 790 range)</p>	<p>Reads above grade level fictional texts independently with accurate comprehension. (DRA Level 40, Lexile Level 850 range)</p>
<p>Read and comprehend informational texts. (RIT D.1)</p>	<p>Reads and comprehends below grade level nonfiction texts.</p>	<p>Reads and comprehends grade level nonfiction texts with teacher support.</p>	<p>Reads and comprehends grade level nonfiction texts independently. (DRA Level 38, Lexile Level 790 range)</p>	<p>Reads and comprehends above grade level nonfiction texts independently. (DRA Level 40, Lexile Level 850)</p>
<p>Read with sufficient accuracy and fluency to support comprehension. (FS B.1)</p>	<p>Reads below grade level texts with expression, intonation, or rhythm.</p>	<p>Reads grade level texts with some expression, intonation, or rhythm.</p>	<p>Reads grade level texts with expression, intonation, and rhythm.</p>	<p>Reads above grade level texts with expression, intonation, and rhythm. (DRA Level 40, Lexile Level 850)</p>
<p>Engage effectively in a range of collaborative discussions on grade 3 topics and texts. (SL A.1)</p>	<p>Limited engagement during collaborative discussions.</p>	<p>Engages in some collaborative discussions with teacher support.</p>	<p>Engages effectively in a range of collaborative discussions on a consistent basis.</p>	<p>Effectively engages in collaborative discussions on a consistent basis and generates ideas and products independently as a result.</p>
<p>Expresses ideas clearly in discussions and/or presentations. (SL A.1)</p>	<p>Does not express ideas clearly.</p>	<p>Expresses ideas clearly with teacher support.</p>	<p>Expresses ideas clearly.</p>	<p>Expresses ideas clearly and engages others in reciprocal dialogue.</p>

<p>Determine the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content. (L B.1)</p>	<p>Does not gain meaning of content-based vocabulary.</p>	<p>Determines the meaning of content-based vocabulary with teacher support.</p>	<p>Determines the meaning of grade level content-based vocabulary.</p>	<p>Determines the meaning of grade level content-based vocabulary, and uses vocabulary appropriately in dialogue and writing.</p>
<p>Report on a topic or text, tell a story or recount an experience, speaking clearly at an understandable pace. (SL B.1)</p>	<p>Reports on a topic or text. Product is underdeveloped, incomplete, or presentation is unclear to audience.</p>	<p>Reports on a topic or text with limited supporting detail, clearly presented to audience.</p>	<p>Reports on a topic or text with relevant supporting details, and presents information clearly in an organized and articulate manner.</p>	<p>Reports on topic or text with relevant supporting details, clear presentation, and organized product. The product is a creative, evaluative, analysis of the topic.</p>
<p>Know and apply grade-level phonics and word analysis skills in decoding words. (FS A.1)</p>	<p>Applies phonetic patterns to below grade level words with accuracy.</p>	<p>Applies grade level phonics to decode words with teacher support.</p>	<p>Knows and applies grade level phonics patterns to decode words.</p>	<p>Knows and applies grade level phonics to decode above grade level words.</p>
<p>Determine the main idea of a text, recount the key details and explain how they support the main idea. (RIT A.2)</p>	<p>Does not identify main idea or only limited supporting detail.</p>	<p>Determines main idea and provides some supporting detail with teacher support.</p>	<p>Determines main idea of the text using evidence from text as support.</p>	<p>Identifies main idea of text with detailed evidence of above grade level nonfiction texts. (DRA Level 40, Lexile Level 850 range and above)</p>
<p>Use spelling patterns and generalizations (Writing Standards, CSE, 12.f)</p>	<p>Scores in the late range of the letter naming stage of the Words Their Way spelling continuum</p>	<p>Scores in the early range of the Within Word stage of the Words Their Way spelling continuum</p>	<p>Scores in the late range of the Within Word stage of the Words Their Way spelling continuum</p>	<p>Scores in the middle stage of the Syllables and Affixes of the Words Their Way spelling continuum</p>
<p>Writing</p>				

<p>Writes an opinion, narrative and informational piece (A, 1, 2, 3)</p>	<p>Writing lacks an introduction, ideas, facts or events, a conclusion and does not use transitional words to connect the writing</p>	<p>Partial introduction to topic, development of ideas and/or conclusion, and partial use of transition words to connect the writing</p>	<p>Writing introduces topic, includes ideas, facts or events, provides a conclusion and uses transition words to connect the writing</p>	<p>Writing includes an engaging introduction, fully developed ideas, facts or events, a conclusion related to the main idea and effective use of transition words</p>
<p>Gathers information and takes notes as part of the research process (C. 8)</p>	<p>With adult support, uses information from personal experiences, and only with adult support, takes notes and sort them into provided categories</p>	<p>Uses information from personal experiences and with some support, takes notes and sort them into provided categories</p>	<p>Use information from personal experiences or from print and digital source, take notes and sorts them into provided categories</p>	<p>Uses information from print and digital sources, organizes notes into categories and provides a list of sources used</p>
<p>Capitalizes appropriate words, titles, and all proper nouns (E. 12.a)</p>	<p>Does not demonstrate use of capital letters in titles, proper nouns and/or beginnings of sentences</p>	<p>With some reminders, capitalizes words in titles proper nouns and at the beginning of sentences</p>	<p>Independently capitalized words in titles, proper nouns and beginnings of sentences</p>	<p>Independently capitalized words in titles, proper nouns and beginnings of sentences when writing in dialogue</p>
<p>Forms and uses possessives in written work (E. 12.d)</p>	<p>Does not form or use possessives in written work</p>	<p>Forms and uses possessives in written work with some support</p>	<p>Independently forms and uses possessives in written work</p>	<p>Independently forms and always uses possessives in written work.</p>
<p>Uses common spelling patterns in their writing (E, 12. f)</p>	<p>Misspells most grade appropriate words and does not use spelling patterns to write new words</p>	<p>Spells some grade appropriate words correctly and uses some spelling patterns to write new words</p>	<p>Spells all grade appropriate words correctly and uses spelling patterns to write new words</p>	<p>Spells above grade level appropriate words correctly and uses spelling patterns to write new words</p>
<p>Writes with simple, compound and complex sentences (E, 11. I)</p>	<p>Uses only simple sentences in their writing</p>	<p>Uses simple and compound sentences, needing support to use complex sentences in their writing</p>	<p>Independently writes with simple, compound and complex sentences</p>	<p>Independently writes using sophisticated sentence structure</p>
<p>Math</p>				

Compares and orders whole numbers up to 1000. (Numbers and Place Value, c)	Compares and orders numbers less than 20.	Compares and orders numbers less than 100.	Compares and orders numbers up to 1000.	Reads and writes whole numbers up to 1,000,000 using standard notation, number names and expanded notation. This includes negative numbers.
Fluently adds and subtracts within 1000. (Numbers and Place Value, b)	Requires teacher support to add and subtract numbers greater than 100.	Adds and subtracts without fluency within 1000 using strategies based on place value, struggling with re-grouping strategies.	Fluently add and subtract within 1000 using strategies based on place value and the relationship between addition and subtraction, with and without re-grouping.	Fluently adds and subtracts numbers within 1,000,000 using strategies based on place value.
Multiplies one-digit whole numbers by multiples of 10 in the range of 10-90. (Numbers and Place Value, d)	Requires teacher support to multiply single digit to single digit numbers.	Multiplies one-digit numbers by 2's and 5's using strategies of place value and properties of operations.	Multiplies one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies of place value and properties of operations.	Multiplies two-digit whole numbers by multiples of 10.
Represents and solves word problems for addition, subtraction, multiplication and division. (Operations, a)	Requires teacher support to solve word problems in addition, subtraction, multiplication and division.	Solves word problems for addition and subtraction up to 100 and is inconsistent solving problems using multiplication and division.	Solves word problems for addition, subtraction, multiplication and division up to 100.	Uses knowledge of inverse relationships, associative, commutative and distributive properties to solve problems.
Fluently computes 25 single digit addition and subtraction facts in 2-minutes. (Operations, e)	Demonstrates fluency in addition and subtraction by accurately completing 25 problems up to 18 needing more than 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 facts in 2-minutes.	Fluently computes 25 single digit addition and subtraction facts in 1-minute.

<p>Fluently computes 25 single digit multiplication and division facts in 2-minutes. (10X10) (Operations, f)</p>	<p>Computes 25 single digit multiplication and division facts in more than 3 minutes.</p>	<p>Fluently computes 25 single digit multiplication and division facts between 2-3 minutes. (0-5, 10)</p>	<p>Fluently computes 25 single digit multiplication and division math facts in 2 minutes (0-5, 10)</p>	<p>Demonstrates automaticity with multiplication facts through 10 x 10 and proficiency with related division facts by completing 25 problems in 1 minute.</p>
<p>Understands, represents on a number line and knows equivalent fractions $1/2$, $1/3$, $1/4$, $1/6$ and $1/8$. (Patterns, Functions and Algebra, b)</p>	<p>Requires teaches support to understands and represents fractions ($\frac{1}{2}$, $1/3$, $\frac{1}{4}$, $1/6$, $1/8$) on a number line and know their equivalent fractions.</p>	<p>Understands and represents fractions ($1/2$, $1/3$, $1/4$, $1/6$, $1/8$) on a number line but is inconsistent with equivalent fractions.</p>	<p>Understands and represents fractions ($\frac{1}{2}$, $1/3$, $\frac{1}{4}$, $1/6$, $1/8$) on a number line and know their equivalent fractions.</p>	<p>Reads, writes, and models proper fractions with denominators of 2, 3, 4, 5, 6, 8, and 10 as parts of a number line, region or a collection.</p>
<p>Identifies 2-D shapes using angles and/or sides. (Geometry, a)</p>	<p>Identifies 2 and 3 dimensional shapes based on their properties</p>	<p>With teacher support, uses attributes of angles or sides to identify 2-dimensional shapes.</p>	<p>Uses attributes of angles and/or sides to identify 2 dimensional shapes.</p>	<p>Identifies three dimensional shapes based on their properties or attributes (base, face, vertex)</p>
<p>Solves real world problems involving perimeters of polygons. (Geometry, e)</p>	<p>Requires teachers supports to solve problems involving perimeter of polygons.</p>	<p>Uses models and manipulatives to surround and cover polygons in order to solve real world and mathematical problem involving perimeter of polygons.</p>	<p>Solves real world and mathematical problems involving perimeters of polygons.</p>	<p>Demonstrates conceptual understanding of perimeter of polygons on grids using a variety of models, manipulatives, or formulas.</p>
<p>Understands concepts of area and can relate area to operations of multiplication and addition. (Geometry, d)</p>	<p>Requires teachers supports to solve problems involving area of polygons.</p>	<p>Uses models and manipulatives to surround and cover polygons in order to solve real world and mathematical problem involving area of polygons.</p>	<p>Understands concepts of area measure and can relate area to the operations of multiplication and addition.</p>	<p>Demonstrates conceptual understanding of area of rectangles, polygons, or irregular shapes on grids using a variety of models, manipulatives, or formulas.</p>

<p>Tells and writes time to the nearest 1-minute, solving problems involving addition and subtraction on the number line. (Measurement and Data, a)</p>	<p>Tell and writes time to the hour and half hour.</p>	<p>Tells and writes time to the nearest 5 minutes on an analog clock, tells and writes time in digital notation and requires teacher support to solve problems involving addition and subtraction on the number line.</p>	<p>Tells and writes time to the nearest 1-minute, solving problems involving addition and subtraction on the number line.</p>	<p>Solves 2- and 3-step word problems involving time.</p>
<p>Measures using grams, kilograms, and liters to add, subtract, multiply or divide to solve one-step problems by using drawings to represent the problem. (Measurement and Data, b)</p>	<p>Requires teacher support to measure using grams, kilograms and liters.</p>	<p>Measures using grams, kilograms and liters but is inconsistent when accurately solving 1-step problems.</p>	<p>Measures using grams, kilograms, and liters to add, subtract, multiply or divide to solve one-step problems by using drawings to represent the problem.</p>	<p>Uses 4 operations to solve problems involving measurement of length, mass, volume, time, money and angles.</p>
<p>Health Students will learn that healthy foods, good eating habits, exercise and emotional care help maintain healthy bodies. Units taught include Let's Eat and I Like Your Attitude.</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 to be safe at home and away from home. Units taught include Safe At Home, and Saying No To Smoking, Drinking And Drugs, and Community Health, Your Family, My Family</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 understand the importance of taking care of their body. Units taught include The Better to See You, Things You Might Catch, When Bodies Have Problems and Finding Out About Bones.</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>Does not demonstrate intentional use of color values or mixing of shades and tones.</p>	<p>Mixes black and white into colors to create shades and tones.</p>	<p>Mixes black and white into colors and uses the shades and tones to show the lights and darks of a painting.</p>	<p>Mixes an exceptional range of shades and tones and uses them effectively to represent the lights and darks of a painting.</p>
<p>Creates artwork that effectively uses a wide range of color value.</p>	<p>Demonstrates an understanding of foreground, middle ground, and back ground in a landscape with teacher support.</p>	<p>Demonstrates an understanding of two foreground, middle ground, and back ground in a landscape.</p>	<p>Demonstrates an understanding of foreground, middle ground, and back ground in a landscape.</p>	<p>Demonstrates an understanding of foreground, middle ground, and background with proportional images.</p>
<p>Demonstrates an understanding of foreground, middle ground, and back ground in a landscape.</p>	<p>Demonstrates an understanding of foreground, middle ground, and back ground in a landscape with teacher support.</p>	<p>Demonstrates an understanding of two foreground, middle ground, and back ground in a landscape.</p>	<p>Demonstrates an understanding of foreground, middle ground, and back ground in a landscape.</p>	<p>Demonstrates an understanding of foreground, middle ground, and background with proportional images.</p>

Creates art that is inspired from different times and cultures.	Unable to create art that is inspired from different times and cultures with teacher support.	Creates art that is inspired from different times and cultures with teacher support.	Creates art that is inspired from different times and cultures.	Creates art that is inspired from different times and cultures and makes connections with the present time.
Music				
Student recognizes treble clef staff notes, symbols, steps, skips, and repeated patterns.	Recognizes 0-2 of the following: treble clef staff notes symbols, steps, skips, and repeated patterns.	Recognizes3-4 of the following: treble clef staff notes symbols, steps, skips, and repeated patterns.	Recognizes treble clef staff notes symbols, steps, skips, and repeated patterns.	Recognizes treble clef staff notes symbols, steps, skips, repeated patterns and grand staff.
Student orally identifies steps, skips, repetition, tempo/dynamic/articulation changes and recognizes sounds of traditional instruments.	Orally identifies 0-2 of the following: steps, skips, repetition, tempo/dynamic/articulation changes and recognizes sounds of traditional instruments.	Orally 3-5 of the following: steps, skips, repetition, tempo/dynamic/articulation changes and recognizes sounds of traditional instruments.	Orally identifies steps, skips, repetition, tempo/dynamic/articulation changes and recognizes sounds of traditional instruments.	Orally identifies steps, skips, repetition, tempo/dynamic/articulation changes and recognizes sounds of traditional/nontraditional instruments.
Student performs simple movements, sings using expressive qualities, and performs in ensembles.	Performs simple movements, sings using expressive qualities, and performs in ensembles with teacher support.	Performs simple movements, sings using expressive qualities, or performs in ensembles.	Performs simple movements, sings using expressive qualities, and performs in ensembles	Performs simple movements, sings using expressive qualities, and performs in large and small ensembles.
Physical Education				
Student is able to develop the knowledge to be physically fit.	Identifies 0-1 benefits of physical activity and 0-2 components of health related fitness.	Identifies 2 benefits of physical activity and 3 components of health related fitness.	Identifies 5 benefits of physical activity and 4 components of health related fitness.	Identifies 4 or more benefits of physical activity and 5 or more components of health related fitness.

<p>Student is able to develop mature loco and non-locomotor skills and apply these skills to enhance movement and physical performance.</p>	<p>Not able to demonstrate movement patterns or combine skills.</p>	<p>Demonstrates 2-3 movement patterns and with combine skills with assistance.</p>	<p>Demonstrates 4 movement patterns and combine skills.</p>	<p>Able to regularly without prompting utilize combination movement patterns and combined skills in a modified game or game environment.</p>
<p>Student is able to develop personal and social behavior in a physical setting.</p>	<p>Does not demonstrate appropriate communication skills and is not able to describe communication skills that enhance team cooperation and effort.</p>	<p>Demonstrates appropriate communication skills or describes communication skills that enhance team cooperation and effort.</p>	<p>Demonstrates and describes appropriate communication skills and how it can enhance team dynamics.</p>	<p>Demonstrates by example and encourages other students to use appropriate communication skills that can enhance team dynamics.</p>